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ABSTRACT

This guidebook is for adult students at California State University, Hayward (CSUH) who are entering or returning to higher education. The guide discusses the common obstacles facing adult learners; ways to prepare an academic action plan; learning how to learn; becoming a self-directed learner; managing stress and time; dealing with math anxiety; and taking stock of specific learning skills, such as reading, note taking, writing papers, studying, and preparing for tests. Additional topics covered include the CSUH library, the use of personal computers, student financial aid, and information on preparing for a future career. Activities are included with most topics to help guide the student through the various steps in gaining empowerment and knowledge. Some topic areas have references to additional reading materials. The appendix contains a map of the CSUH campus. (GLR)

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returning to

COLLEGE

A Resource and Planning Guide for CSUH Adult Students

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The California State University Institute for Teaching and Learning (CSU/ITL) facilitates a 20-campus network of teaching and learning programs in the CSU system. ERIC/HE has entered into an agreement with CSU/ITL to process documents produced by the system and create a mini-collection within the ERIC database.

Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
- increase access to the work of CSU/ITL affiliates;
- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
- test a model for collaboration between ERIC/HE and a major higher education system.

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RETURNING TO COLLEGE:

A Resource and Planning Guide for CSUH Adult Students

Produced under a grant from the W.K. Kellogg Foundation.
Designed and desktop published by The California State University,
Center for Innovative Programs, Instructional Design Department,
and Publications Department. Published 1989.

Any reference to or use of this document must include the following statement:

Produced under a grant from the W.K. Kellogg Foundation.
Designed and desktop published by The California State University,
Center for Innovative Programs. 1989

Welcome to our adult learners

California State University, Hayward welcomes you to the "college experience"!

Whether you have been away from college or university work for some years or are about to experience it for the very first time, this publication will be most helpful to you. As its title indicates, this is a resource and planning guide—designed exclusively for our adult reentry student to help ease your entry into CSU, Hayward.

The University community recognizes that adult learners have different needs and concerns that are not typically those of traditional age college students. It is our desire that this publication will guide you through the various steps along the way so that your stay at CSU, Hayward will be a successful, rewarding, and stimulating one.

This publication would not be possible without the hard and dedicated work of numerous individuals. We are deeply grateful to Carolyn Schuetz, Director of Career Planning and Placement Services at CSU, Hayward for her guidance. It was her work that brought the CSU Center for Innovative Programs and California State University, Hayward, together to collaborate in this adult learner project.

We would like to thank the project team, Lee Ashley, Reneé Ramig, and Sharon Truex for enduring long hours of hard work which culminated in this publication; to Margaret West for her role in contributing portions of the written materials; to George Nickle from the CSU Center for Innovative Programs for his work in editing all of the materials.

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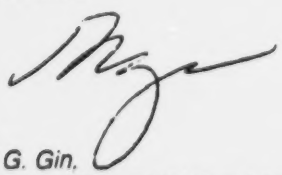

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RETURNING TO COLLEGE:

A Resource and Planning Guide for CSUH Adult Students

INTRODUCTION: YOU'RE IN GOOD COMPANY

Adults are returning to college and university campuses throughout the United States.

This handbook has been designed especially for adult students who are reentering CSUH after what is now referred to as a "stop-out" (as opposed to a "drop-out"). Adults are ending their stop-outs by returning to college in ever-increasing numbers. And now, adult students are a significant portion of total college enrollments, nationwide. We'd say you're in very good company, indeed.

As part of this rapidly growing population we welcome you—a reentry or adult student—to the California State University, Hayward. We hope this guide will aid you in getting off to a good start—and then keep you going until you've reached your goals.

Statistics confirm that college no longer exists only for young adults just out of high school. Enrollments are up for students of all ages. U. S. Census Bureau figures show that between 1967 and 1977 there was a 27% increase in college enrollment of students 18 and 19 years old. But during the same years, enrollment of students 30 to 34 years of age increased 179%!

CSUH reflects these national statistics. In the Fall of 1987, 55 percent of the student body was over 25 years of age, 43 percent attended part-time, and 41 percent attended night classes. As you can see, you are definitely not going to be alone.

On the next page, you will see two charts showing CSUH figures on baccalaureate degree recipients by age group and sex. As you can see, the average age for 1986-87 baccalaureates was 29 years—well above the traditional graduation age of 20 or 21. About one-third of the women were over the age of 30, compared with one-fifth of the men who were over the age of thirty. At the Contra Costa Center, 57% of the students are over 30 years of age.

CHART 1

CALIFORNIA STATE UNIVERSITY, HAYWARD
AGE GROUP AND SEX DISTRIBUTION
BACCALAUREATE DEGREES GRANTED 1986-87

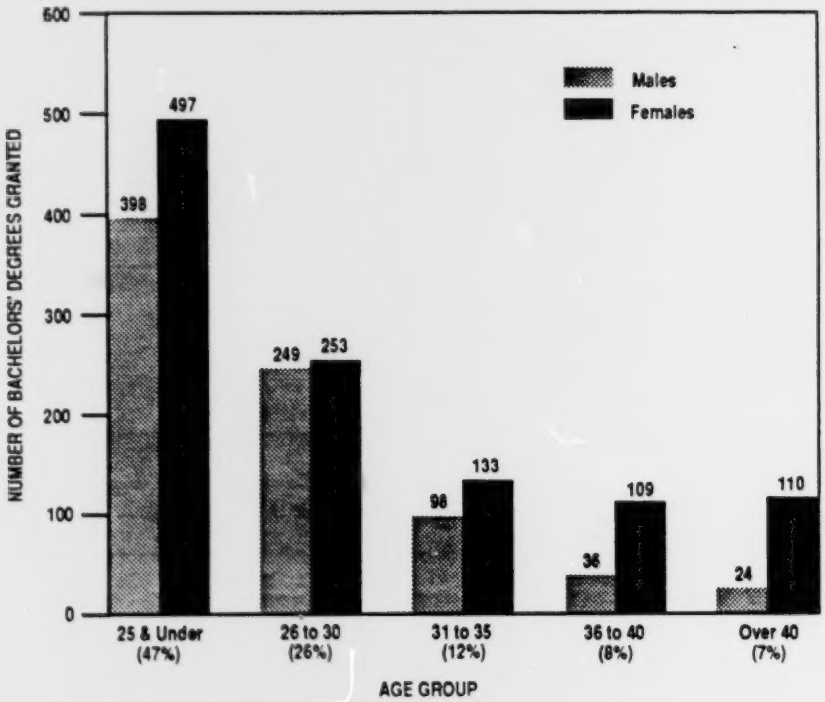

CHART 2

BACCALAUREATE DEGREES GRANTED 1986-87
AGE GROUP AND SEX

	MALE		FEMALE		TOTAL	
AGE GROUP	No.	%	No.	%	No.	%
25 & Under	398	44.5%	497	55.5%	895	46.9%
26 to 30	249	49.6%	253	50.4%	502	26.3%
31 to 35	98	42.4%	133	57.6%	231	12.1%
36 to 40	36	24.8%	109	75.2%	145	7.6%
41 to 45	16	22.5%	55	77.5%	71	3.7%
45 and over	8	12.7%	55	87.3%	63	3.3%
Total	**805**	**42.2%**	**1102**	**57.8%**	**1907**	**100.0%**

We know that as an adult learner you have many things in your life to manage (school being only one) and that your time for studying is probably limited. This guide has been designed to help you become a more effective and efficient learner.

The bottom line message of this guide is: "You can." You can compete, you can be successful, you can manage your time, you can write well-presented reports, you can take tests and do well—and on and on. YOU CAN!!

Regardless of age, sex, marital status, or family responsibilities, all returning students must prepare to take on new challenges and change their lifestyles. And that's where this guide enters your life!

In addition to the "you can" message, this handbook has another if you are feeling uncertain or anxious about returning to school: "You are not alone."

You are not the only adult entering higher education nor are you the only one who feels uncertain about his/her skills and abilities.

For example, of the 51 reentry students interviewed in a recent study at Northwestern University (Illinois) more than half reported they felt anxious about academic concerns. Most feared they would no longer remember how to take an exam successfully, write a term paper, or command the math and verbal skills they had when they were younger. As one adult student put it:

> *"I returned to school with a minus and a plus—*
> *rusty skills and a desire to succeed."*

This statement seems to sum up the feelings expressed by many reentry students. So relax. Your skills can be sharpened and a desire to succeed will be worth plenty to you throughout your higher education experience.

A CSUH reentry student had this to say about her decision to return to school:

Dear CSUH Adult Students:

I used to think that there must be more to life than my family- as important as they are to me- but I had no idea what. Could I risk daring to dream of my own future with goals and new paths to travel? At age 37 I returned to college after a hiatus of 20 years, my journey of discovery began—hopefully never to end. It has been a consciousness-raising, soul-searching and life-expanding process in which I have learned, far beyond my expectations and have pushed myself to limits never conceived, let alone experienced. This has not been without pain and loss, yet my life now has become my own and there are so many more paths to travel now that I'm better equipped.

I received my B.A. in Human Development from Cal State, Hayward June 1988 and entered a Master's degree program in the Educational Psychology Department in September to study counseling. As an undergraduate, I developed several projects highlighting strong wonderful reentry women. I began my research with a bias that most of the women had returned to school out of necessity in terms of finding employment due to divorce. While I did find women in that category, more often than not I found very determined, intelligent women who had had a lifelong desire (often not verbalized elsewhere) to have a college degree.

My current research encompasses all reentry students. I identify with their willingness to take that huge step and place an enormous amount of time and effort into achieving their goal. With all the conflicting elements that I ran across during my own reentry process—ranging from family and job difficulties to test panic to second guessing my decision to go for it—these returning students who I share a bond of determination with, continue to fascinate and inspire me.

While in grad school my research will continue to focus on adults returning to college. Ultimately, I would like to influence their lives as a counselor in a college setting. An intense feeling of pride envelops me when I read or listen to students with such courage and conviction. That pride combined with encouragement is what I want to share with those people who choose to add "student" to their many other life roles.

I feel we are pioneers and set a phenomenal role model for those who will follow. Each of us can have many careers. We gain from adulthood finely tuned organizational skills with brains still able to function at an accelerated pace. College is a poignant acknowledgement of the ongoingness of lifelong learning and discovery. We can do more than dare to dream—we can create an environment in which that dream can blossom, no matter what our age may be.

Sincerely,

Lee Ashley

Lee Ashley
CSUH Graduate
Class of '88

OBJECTIVES OF THIS GUIDE

This guide was designed to help you reach the following objectives:

- Become familiar with the CSU Hayward campus and services and learn how to use them to your advantage.
- "Demystify" the world of higher education.
- Learn about yourself by assessing your skills and attitudes.
- Improve your classroom skills and academic achievement.
- Learn how to learn.
- Increase your self-confidence and motivation.
- Assist in helping you become a self-directed learner.
- Learn from the feelings and experiences of other reentry adults like yourself.
- Identify, value, and build on your life experiences.
- Organize your thinking regarding your future, including career integration.

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YOUR ASSETS AS AN ADULT LEARNER

INTRODUCTION

You have assets that your younger, traditional-aged classmates will probably envy.

National statistics show that the success and completion rate of returning students is markedly high. One reason for this is that returning students—like you—possess assets that come only with age and experience. What you need to do is take the time to think about the many skills, talents, and good habits you have acquired over the years and then recognize them as assets. Conscious awareness of your successful past can be one of your greatest resources in planning your future.

Do you think of yourself as an "already experienced learner"? You should! Learning takes place in many more places than in a university classroom. If you work, you've no doubt learned new job skills, management skills, etc. At home you are always learning new things. Every new hobby project, for example, is an opportunity for new learning to take place. A new woodworking project might require different tools or measuring and cutting different angles. A new appliance requires mastering a new set of directions. ***These are all learning experiences that make you a proven learner.***

It takes courage to become a reentry student. We congratulate you. (Don't forget to identify "courage" as one of your assets!) And remember: realizing that you are a proven learner who has significant assets will give you a head start before you enter your next class.

ACTIVITY 1

The following assets of returning students came from ***How to Succeed in College*** *available from the Association of American Publishers, New York. Read each one and think about how it might apply to you. These assets are your personal resources for helping you cope with a new college career.*

- **Does this statement describe you?**
  Unlike many younger college students, you're not seeking an education because you "have to"—because your family and peers expect it. Older students tend to have stronger motivations. Your special eagerness to learn is, in itself, a valuable asset. It means you are willing to search for answers, to ask for assistance, to reach out.

- **Do you think your life experiences will help you in college?**
  The experiences of adult life, beside teaching you the value of an education, give you specific advantages in the classroom. Generally speaking, well-rounded individuals make the best college students. And being older, you are likely to have had more exposure to life. You have met more people and read more newspapers, magazines, and books than younger students. These life experiences are of immense value.

- **Will your age help you keep instructors—and their lessons—in perspective?**
  Older students, usually closer in age to their instructors and professors, tend to be less awed by them than younger students. It's important to view instructors objectively.

- **Have you had many experiences where you interacted with people?**
  College, especially at advanced levels, involves much more than sitting in a classroom. In research and fieldwork, you'll be meeting many kinds of people. The ability of older students to interact more comfortably with others—business people, for example, or office workers—is another asset.

- **Have you had times where you had no choice but to do several extremely important things at the same time?**
  The more experience one has outside the classroom, the more one is able to handle a variety of responsibilities all at once. College can be quite a juggling act for returning students and this skill will prove handy when it becomes necessary to organize priorities, arrange study schedules, and use time efficiently.

It is, however, important to keep all this in the proper perspective. There is no guarantee that having lived longer and having done more will automatically make you better prepared for college or a career. The key is not simply having experiences—but ***making use of them.***

ACTIVITY 2

In this activity you are asked to identify your most valuable personal resources—the accomplishments, interests, skills, and knowledge which you have gained through "living your life"—the things that make you unique. Through reflection and self-analysis, you'll identify these personal resources and assess their impact on "you, the student."

Our daily lives are made up of big and little successes which we usually don't even think about. For example, we frequently overlook the significance of organizational skills or just what it takes to complete the tasks of a typical day at home, at work, or both.

Think back to a time when you successfully completed a task.

- Did you use creativity to design and make ingenious Halloween costumes?
- Have you managed and coordinated resources in a major project?
- What about preparing for and giving a speech or planning for and preparing a gourmet meal?
- Have you had a day when you found yourself going to the vet with the dog, the doctor with the children, shopping, preparing the meals, doing your homework, helping the children with theirs, and actually talking with your spouse?
- Did you have the necessary perseverance to help you at a time when the going was tough?

What did it take to accomplish the task? Dissect the event. Pretend you are watching yourself go through the motions. Identify the skills you used. Write them on a piece of paper.

Try this process for several different tasks. See how long a list you can make. "Toot your own horn"—after all, you know the tune better than anyone else!

WHAT DID YOU LEARN ABOUT YOURSELF?

Recognizing the assets of adults in general should be helpful to you. But of even greater value is taking stock of yourself.

Your life is made up of thousands of experiences which gave and developed skills, knowledge, and attitudes. This is a time to create new perspectives from which you can view your life experience in a fresh and ever expanding way.

One student put it this way

"When I began to look at my skills as though I were an outsider, I began to laugh. It was as if I had done things so automatically that I couldn't recognize...all the skills that I needed to complete them. I took my abilities for granted—not realizing their importance."

WHERE DO YOU GO FROM HERE?

In other sections of this guide, "Where Do You Go From Here?" directs you to campus resources or media resources. Here, however, you are directed to yourself—more precisely, to your inner self. The strengths and assets are there, developed through lifelong experiences. What you should do is learn to trust yourself and your abilities.

The answer to "Where do you go from here?" depends on you. You are one of your best resources.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that needs to be improved and doing something about it. Get to know your own assets better—and then use them to your advantage!

In the space below, write what steps you will take as a result of the activities or information in this section. Be as specific as possible. Then be responsible to yourself and ***do them***.

- Are there negative behaviors or habits you need to change—as well as the positive ones you should maximize?
- What assets do you have that you can maximize?

COMMON OBSTACLES CONFRONTING ADULT LEARNERS

INTRODUCTION

Even though you create your own unique experience, people of all ages have trouble with transitions. Entire books have been written to help people manage and cope with them.

As a returning adult student, you are certainly in transition and facing major (and minor) changes—in routines, surroundings, and relationships, for example. Most returning students find that some of these changes cause problems. It might be helpful to know about some of the problems or obstacles typically faced by other returning adults so you can prepare for them or, at least, not be surprised by them.

The entire process of being a returning student can be a bewildering thing, at best. Course selection, registration, transcripts, finding your way, feeling out of place, etc. can completely halt an unsuspecting or unprepared student.

ACTIVITY 1

Two specific liabilities have been identified by educators as being the major causes of failure for returning adults.

- Greater ***fear of not succeeding*** than younger students. The stakes just seem higher for adults—it's "now or never." Adults often impede their chance for success by becoming so anxious that fear gets in the way of studying.

- Greater ***external pressure*** than younger students. Adults bring their unique complex worlds with them to campus. They are often subjected to pressure to quit rather than encouragement to continue.

Fear of Not Succeeding

- Do you want so much to succeed that you can think of little else?

- Do you feel that you ***have*** to get straight A's?

If so, recognize anxiety to be the enemy it can be. Don't set yourself up to fail. Instead, set realistic goals. Must you really get straight A's? Keep it all in perspective. A goal to do the very best you can—and honestly work toward that goal—is the most you can ask for.

The truth is, among the large number of adults who have successfully gotten their degrees, many got off to a slow and difficult start. They just kept things in the proper perspective and persevered.

External Pressure

Younger students are encouraged by friends and family to "tough it out, keep on going, don't quit now." Adults often find the opposite to be the case. (This is especially true of many women returning adults.)

For example, from their parents, spouses, children, or friends, adult students might hear:

- "Stay home and act like a mother/father."

- "We can't afford any more of this tuition."

- "Why don't I ever have any clean clothes?"

- "How come you always have to study? We don't play anymore."

The unspoken thought in these statements is, "Why don't you quit?"

- What will you do with your family and friends to ***prevent*** their feeling this way?

_____

_____

_____

- What can you do if they start to express those feelings, anyway, at a later date?

_____

_____

_____

ACTIVITY 2

There are obstacles other that the two specific ones discussed above that commonly affect adult students.

Almost all adults confront one or more of the following types of obstacles when returning to school. As you read, begin to think what you will need to do to overcome or cope with them.

Institutional Barriers

Within nearly all institutions of higher education, there are procedures and practices that seem to discourage adult learners because they seem to be geared to the younger, full-time day student. These might include registration procedures, applications, class schedules, and academic advisement.

Don't get impatient. After all, you've invested time, emotions, and money to return to school and anything that stands in your way becomes a nuisance. And you are going to experience some of those nuisances: registration lines, waiting lists for courses, hard-to-find instructors, and overly busy offices are only a few.

Situational Obstacles

These are the obstacles that arise because of your situation in life at any given time. For example, children need care or supervision, you have car trouble and cannnot make it to class, or you are experiencing financial constraints. Unless they are dealt with, these situational obstacles can derail your academic career.

Personal Concerns

Personal concerns frequently pose greater obstacles to returning to school than any other type. Almost all adult students struggle at some point with one or more of the following concerns:

- Time Finding time for education in a day already full of activity is the most commonly reported obstacle for adults returning to school. (See "Managing Time" in this Guide.)
- Lack of Self-Confidence Apprehension about the unknown is understandable as you begin this new educational experience. It is common for new students to experience academic insecurity and question if their skills and abilities will be adequate.
- Special Individual Obstacles It is important that you think about your unique personal situation and identify additional issues which will present obstacles to your return to school.

WHAT DID YOU LEARN ABOUT YOURSELF?

Did you discover that your return to higher education will probably not be a silky-smooth magical event? Welcome to reality. The important issue is just that—reality. Recognizing that there will be obstacles and that they can be dealt with is an important step.

Some can be treated with preventative actions while others might require a wait-and-see attitude. The important thing is to be prepared.

Know that there probably will be obstacles and ***know you can do something about them.***

WHERE DO YOU GO FROM HERE?

It would be a good idea to begin by listing the known barriers or obstacles you will have to deal with.

Some of them might require immediate action on campus or at home. For instance, it would help to talk with your family and get them involved in ***supporting*** you from the beginning. Others might require you to think of alternatives or to make contingency plans. Ones that are school related might be topics to discuss with your academic advisor or campus student services. And some are just unavoidable—but at least you will know about them in advance.

CSUH is working toward improvements for its adult students. Check with a Reentry Counselor to find out about "what's happening." And don't forget how important the support and understanding of your fellow returning students can be! Through various networking opportunities (even having coffee together at breaks) you'll get to know students with whom you can comfortably share feelings or ask for advice.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that needs to be improved and doing something about it.

In the space below, write what steps you will take as a result of the activities in this section. Be as specific as possible. Then be responsible to yourself and ***do them***.

- Are there negative behaviors or habits you need to change—as well as the positive ones you should maximize?
- Are there ways to involve your family in your return to school?
- Are there student services on campus you need to inquire about?

PREPARING YOUR ACADEMIC ACTION PLAN

INTRODUCTION

Your decision to return to college probably involved thought and careful planning. Now that you have made that decision, there are other purposeful decisions that also require thought and planning.

The activity on the following page will help you answer some basic questions as you formulate an Academic Action Plan. A logical and organized plan will allow you to be a "take charge" student--one who knows what is best and goes after it without relying on someone else to make the decisions.

ACTIVITY

This Academic Action Plan summarizes the most important steps you need to take when applying for enrollment in CSUH. This plan is primarily geared for degree-bound students. As the steps in the following activity indicate, this should be a thoughtful and carefully planned process.

_____ 1. Pick up a copy of the booklet ***Take a Closer Look at Cal State Hayward*** from "The Tower" Warren Hall Lobby. This booklet contains a wealth of information to get you acquainted with the programs, services, procedures, and facilities at Cal State Hayward. (You may have already received one in the mail.)

_____ 2. Buy a catalog and quarterly class schedule at the Bookstore.

_____ 3. Read about General Education (GE) in the catalog.

_____ 4. Read about the majors in the catalog.

_____ 5. Decide on a possible major (or majors).

_____ 6. Determine the required courses for your major and GE.

_____ 7. Check prerequisites for courses.

_____ 8. Using the class schedule, devise a possible class schedule for the upcoming quarter.

_____ 9. Inquire about Entry Level testing for placement purposes in the Testing Office, located in Warren Hall, Room WA 438.

_____ 10. Call your major department and make an appointment with an advisor. (The phone numbers for all departments are listed in the catalog.)

_____ 11. Be sure to bring this Academic Action Plan with you—and all the decisions you made along with it—when you meet with your advisor. Do not go to an advisor without some idea of what classes you'd like to take and how they fit into your overall Academic Action Plan.

WHAT DID YOU LEARN ABOUT YOURSELF?

As you worked through this Academic Action Plan Activity, you were asked to think about and make some very important decisions—for example, deciding on a possible major. Decisions such as these are important and will affect your academic life while you are enrolled at CSUH.

- Did you find these decisions easy to make?
- Are you comfortable with them?
- Did you find that you are dissatisfied with your decisions?
- Did you find that you could not make these decisions?

If completing this activity was difficult or impossible, you're not alone! The majority of reentry students experience continual frustration over class and major selection. We recommend that you refer to this list as an ongoing process throughout your academic pursuits.

WHERE DO YOU GO FROM HERE?

If you are ready to "go for it," go back over your Academic Action Plan and the booklet ***Take a Closer Look at Cal State Hayward.***

Then begin working your way through this Resource Guide. You'll get to know your skills and assets as well as any problem areas as you do the various activities.

If you need further assistance or clarification, please contact the specific service or department. If additional information is required call Educational Support Services.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that requires some thought, deciding what to do, and doing it.

In the space below, write what steps you will take as a result of the activities in this section. Be as specific as possible. Then be responsible to yourself and ***do them.***

- Are there negative behaviors or habits you need to change—as well as the ***positive*** ones you should maximize?
- Are there major decisions you need to make?

LEARNING HOW TO LEARN

INTRODUCTION

There may not be anything in the world of education that is more important than learning how to learn.

This is especially true with respect to learning how to learn from experience. All of us are lifelong experiential learners. The only question is how good we are at it. Unfortunately, little attention is given in most schools to the ***process*** of learning. Most of the school time is devoted to learning ***content*** and we are pretty much left to our own devices when it comes to learning how to combine classroom and experiential activities to maximize our overall learning.

In this chapter we will take a close look at what kind of learner you are. We will ask you to consider various ways of learning and to rate yourself both as a classroom-type learner and as one who learns from experience. In another Section, ***Becoming a Self-directed Learner***, you are asked to consider the ways in which you can make good personal choices between classroom and experiential learning.

ACTIVITY 1

For the next week, pay special attention to your successes—things that you do especially well at work, at home, in class, or in just the daily routine business of living.

Choose four skills that you use effectively during the week. Analyze each of these skills. When and how did you acquire them? Are you still improving your proficiency in these skill areas? Can you think of times when you first reached a particular level in your performance?—and of the learning circumstances that contributed to these learning developments?

Write down your analysis of each skill and show your comments to someone who knows you well—a close friend, spouse, or family member.

ACTIVITY 2

On a scale of zero to four rate yourself on each of the following. "Zero" indicates that the statement is completely false. "1" means it is mostly false. "2" is in the middle, sometimes false, sometimes true. "3" means that it is mostly true. "4" means that the statement is exactly correct.

FALSE 0	1	2	3	TRUE 4	
___	___	___	___	___	I am a fast learner.
___	___	___	___	___	I understand and successfully follow directions, written and oral.
___	___	___	___	___	I really like to learn.
___	___	___	___	___	I usually have gotten better than average grades in school.
___	___	___	___	___	I have no trouble asking questions when I don't understand instructions.
___	___	___	___	___	I am a good listener.
___	___	___	___	___	I know how to use the library.
___	___	___	___	___	I am a good reader.
___	___	___	___	___	I like to experiment with things.
___	___	___	___	___	I am a good writer.

WHAT DID YOU LEARN ABOUT YOURSELF?

If most of your responses are around the middle of the scale you have a good foundation for becoming an excellent learner. If most of the answers are 3's and 4's you are already a very good learner. If you have quite a few 0's and 1's it may be important for you to put a high priority on improvement of your basic learning skills.

Before you decide, however, that you are or are not already a good learner, we strongly recommend that you go over your self-assessment with someone who knows you well. Together, try to think of specific examples that illustrate the strengths or weaknesses you have recorded on the scale above. Be prepared to make changes. Some of us tend to overrate ourselves; others of us tend to underrate ourselves. What you need is the most accurate answer you can get to the question "How good a learner am I?" Talking it over with someone who knows you well will improve the accuracy of your answer.

WHERE DO YOU GO FROM HERE?

If you are satisfied that you have drawn an accurate picture of yourself as a learner, you next need to decide what to do.

Even if you find that you are already a very good learner it is a good idea to keep yourself open to new learning opportunities. It is very useful to develop a habit of "learning awareness"—noting when learning opportunities arise and consciously planning to take maximum advantage of them.

Wherever you find yourself on the scale of learning skills you should find the Section on ***Becoming a Self-directed Learner*** useful to you. And it is a good idea for you to do an assessment such as the ***Kolb Learning Styles Inventory*** that is described elsewhere in this guide. If you need to strengthen your learning skills you should find some learning exercises that fit your situation and develop a careful plan for improvement. The activity you completed above (keeping track of your skill strengths for a week and analyzing their sources) is adapted from Exercise Seven in ***Bridging the Gap***, a workbook on transferable skills developed by Paul Breen and Urban Whitaker at The Learning Center in San Francisco. The workbook has eleven exercises aimed at assessing, developing and using skills that are transferable from many different careers.

Your counselor or advisor will be able to recommend other sources of learning exercises. You should also keep an eye on the campus calendar of events for special workshops and other activities that offer opportunities for improving your learning skills. And check to see what special workshops and other events are designed especially for returning adult students.

YOUR PERSONAL ACTION PLAN

And now the really important part—getting to know yourself and your potential as a learner. Then you can begin a "program" to keep yourself open to all the learning opportunities that come your way.

In the space below, write what steps you will take as a result of the activities and information in this section. Be as specific as possible. Then be responsible to yourself and ***do them***.

- What did you learn about your learning skills in the self-assessment?
- Are there negative behaviors or habits you need to change—as well as positive ones you should maximize?
- Are there student services or counselors on campus you need to visit?

BECOMING A SELF-DIRECTED LEARNER

INTRODUCTION

Like most of us you have probably been led to believe that "education" is something that you get in school and that it is directed by teachers. The teachers decide what you will learn, how you will do it—and, when you are done, how well you did.

Perhaps, just perhaps, this might be true about education as we are students only now and then, but learners all the time. We suggest that it will be most helpful if you join your "education" and your "learning" together as one continuous process—and we think that there are major advantages to becoming a self-directed learner, i.e., that you become the person in charge of your learning, no matter whether you choose to pursue it in school with the help of a teacher, or outside of school, with or without direction from anyone else.

What we hope you will get from this section is the encouragement to become a self-directed learner, as well as some of the tools you will need to do a good job of it.

As you undertake the assessment activity that follows, you may find it helpful to review the results of the activities and assessment you are asked to complete in the Section on ***Learning How to Learn.***

ACTIVITY

Answer "Yes" or "No" to each of the following questions.

If you absolutely have to say "undecided" go back later and think some more about it. Try to remember specific instances that may indicate a preference. Talk it over with someone who knows you well. Still, in the end, if you really are uncertain, just leave it "undecided."

YES	NO	UNDECIDED	
___	___	___	Are you a people-oriented, rather than a things-oriented person?
___	___	___	Do you respond favorably to authority? (e.g., Are you comfortable having somebody else in charge of structuring your learning activity?)
___	___	___	Do you like theories—conceptualizations that explain how things are related to each other?
___	___	___	Do you like "brainstorming"?
___	___	___	Do you like to listen to lectures?
___	___	___	Do you like reading assignments?
___	___	___	Do you like working in small groups on a joint project with peers?
___	___	___	Are you an introvert?
___	___	___	Do you like experimenting with things?
___	___	___	Are you a logical thinker?
___	___	___	Do you have rather narrow technical interests (instead of more broad cultural interests)?
___	___	___	Do you do well on conventional intelligence tests (where there is one correct answer)?
___	___	___	Are you a risk taker?

WHAT DID YOU LEARN ABOUT YOURSELF?

David Kolb is a leading theorist and writer about the nature of experiential learning. He has identified a learning circle that describes four primary aspects of learning:

Concrete Experience

Active Experimentation Reflective Observation

Abstract Conceptualization

The questions you just answered will help you locate yourself at one or more points on this circle.

If you are people-oriented, don't like theory, and are more comfortable with your peers than with an authority figure in your learning environment—you are strong in the ***Concrete Experience*** area.

If you are more oriented toward things than people, and you like authority-directed learning situations that emphasize theory—then you have strength in the ***Abstract Conceptualization*** area (just the opposite from ***Concrete Experience***).

If you like lectures, like being an observer, and tend to be an introvert—your learning characteristics are compatible with the ***Reflective Observation*** area of the learning circle.

Finally, if you like small group discussion and homework assignments, you like experiments and don't like lectures—and tend to be an extrovert—you are strong in the ***Active Experimentation*** area (just opposite ***Reflective Observation***).

If you like the conventional intelligence tests (with just one correct answer) then you are likely to have some characteristics of both the ***Abstract Conceptualization*** and the ***Active Experimentation*** areas.

If you perform well in brainstorming sessions, and have broad cultural interests, then you probably share some of the characteristics of both the ***Concrete Experience*** and the ***Reflective Observation*** areas.

If you are a risk taker, then you probably share some of the characteristics of both the ***Concrete Experience*** and the ***Active Experimentation*** areas.

Take a close look at the characteristics around the learning circle and see what kind of learner you are. You may be fairly balanced among the four areas, or you may be quite strongly compatible, or incompatible, with one or more of the four parts of the circle. Whatever your relation to any of these characteristics it is very helpful for you to be aware of your learning preferences as you—the person in charge of your learning—decide what you want to learn, and which learning activities will be most effective in reacning which learning goals.

WHERE DO YOU GO FROM HERE?

As a self-directed learner you need to develop three major parts to your learning plan:

1. A priority list of learning objectives.
2. A plan of learning activities that will help you to achieve your objectives.
3. An evaluation plan to help you to monitor the effectiveness of the learning activities you have chosen.

In order to develop the most effective learning plan it may be a good idea for you to take the ***Learning Styles Inventory*** developed by David Kolb. The results of the L.S.I. combine the learning characteristics you have briefly explored above into a composite picture of you as a complete learner.

Your counselor or advisor will be able to help you in completing the Inventory. Many people find it best to undertake it as a group project.

Once you are satisfied that you understand your personal learning profile—your preferences, strengths and weaknesses as a learner—you may also want to ask for assistance in developing and monitoring your Personal Learning Plan. ***Bridging the Gap*** and numerous other resources are available to help you prioritize your learning objectives, select effective learning activities, and schedule periodic evaluations.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that needs to be improved and doing something about it.

In the space below, write what steps you will take as a result of the activities or information in this section. Be as specific as possible. Then be responsible to yourself and ***do them.***

- Are there things you learned about your preferred learning style that can make you a better learner?
- How can you adapt your study habits to fit your learning style?
- How can you go about selecting classes that are taught in a manner that complement your preferred learning style?
- Should you find out more about David Kolb's learning theories and specifically about his ***Learning Styles Inventory?***
- Are there other self-help or reference books you need to locate?

MANAGING STRESS

INTRODUCTION

Stress is a fact of life!

In our society we are constantly bombarded with stimuli which are designed to help keep us charged up. Sound and color surround us. Supermarkets, department stores, highways, even workplaces seem to vibrate with stimulus. Sometimes the stimuli is so subtle we are not conscious of it, but our bodies read the signals and respond in ways that can be very unhealthy.

- We experience stress when we feel out of control in certain circumstances.
- We experience stress when we feel overloaded.
- We can even feel stressed when we are doing something we truly want to do.

Stress is not the result of circumstances, it is the result of the way we perceive the circumstance. Our attitude determines if we will feel stress or not. What is disturbing or frightening to one person, may just be exciting to another. For instance, one student may feel stressful when called on to speak in class. Another student may relish the opportunity to speak out and give his or her viewpoint.

If you walked into a classroom and saw a ferocious lion, your body would instantly go into a stress response. You would quickly prepare to fight the lion or run away. Your muscles would get tense, you would breathe fast and your heart would pound.

These are automatic responses which are a natural part of our human survival mechanisms. They are normal and useful under appropriate circumstances. In the past, primitive people needed these responses to stay alive. We must learn to manage our inappropriate stress responses to stay alive in today's world.

Many adult students have the same physiological stress response from walking into their first advanced algebra class, as they would to encountering a lion.

Unfortunately, your body does not know how to distinguish between what is a real danger, and what you tell yourself is dangerous.

To make matters worse, stress is cumulative. It builds up, each stressful event adding to the previous one, until you wind up at the end of the day totally frazzled or "needing" a drink.

For instance, you start the day worried that you can never meet all your deadlines. Add a rough commute on the freeway, rush to be on time to your evening class, and then top it off with a surprise test, and you've got ***stress.***

A large percentage of the problems presented to physicians are directly related to stress, or more precisely, to the poor management of stress.

Headaches, backaches, stomachaches, are just a few of the ways our bodies try to get our attention. These symptoms can be "red alerts" to tell us we need to slow down, take a break, or find better ways to tackle a problem.

Being a reentry student presents a special kind of stress. You are an ***adult*** and that usually means you are responsible not only for your own life, but for others' as well. You probably work at home and have a paid job too, and you manage reasonably well. You have various people in your life who turn to you for advice or direction. You are an adult with all the complications of being in charge of your life in a complex world.

At the same time you are in the less powerful role of ***STUDENT.*** You may not have all the answers, but you feel you should. You have learned so much from all your life experiences, but you fear you won't know the things you get graded on.

You look around the classroom and think, "These younger students are so much more competent than I am. Even the other adults seem so much more at ease and sure of themselves than I."

You might be amazed to know they are shaking in their boots too. One reentry student said:

> *"Until another student told me she was a basket case, I thought I was the only one feeling stressed out!"*

ACTIVITIES

*Being a reentry student can be very competitive and your biggest competitor is **you**. Pogo said, "We has met the enemy and they is us." Most reentry students tend to be very hard on themselves. They generate a good deal of personal stress by placing too high expectations on themselves.*

Reentry students expect to get straight A's even though they must squeeze in study time between home and family duties, work, and what's left of their leisure time.

Little wonder that most adult students complain of being under a lot of stress. Those who don't learn to recognize stress signals and develop ways to relieve the stress will be more apt to decide that getting a degree is just too difficult. Feeling overstressed is one of the most frequent causes of adult student drop out.

Once you identify your individual Stress Signals you can then develop some simple techniques for relieving or preventing physical Stress Symptoms such as: headaches, backaches, stomachaches, fatigue, or even depression. If you have fewer stress symptoms you can be sure your academic and personal life will improve too.

ACTIVITY 1

What are your stress signals?

In the space provided below check those symptoms you have noticed when you feel anxious or stressful.

___ I feel tense all over.
___ My heart pounds.
___ My hands get sweaty.
___ I get "butterflies" in my stomach.
___ My knees feel like they may not hold me up.
___ It seems hard to breathe.
___ I get a lump in my throat.
___ I think I might scream or faint.

Add any other symptoms you have experienced. _____

_____

_____

List some of the situations that tend to produce these stress signals in you.

_____

_____

Get familiar with your individual stress signals and the situations that produce them, and you will have taken the most important step in managing your stress. Try to get the most realistic perspective you can. Ask yourself if there is another way to approach the stress causing difficulty.

ACTIVITY 2

How have you tried to relieve your stress?

Check the items you have tried.

___ 1. Deep, slow abdominal breathing
___ 2. Daily meditation
___ 3. Regular physical exercise
___ 4. Relaxation exercises
___ 5. Calm/peaceful music
___ 6. Taking a nap
___ 7. Talking to someone about what is causing the stress
___ 8. Visualizing yourself feeling calm in a stressful predicament
___ 9. Cutting down or cutting out, stimulating beverages like coffee, tea and colas
___ 10. Taking tranquilizers
___ 11. Using other drugs to relax
___ 12. Drinking alcoholic beverages
___ 13. Eating something rich and sweet
___ 14. Trying to avoid all stressful situations

WHAT DID YOU LEARN ABOUT YOURSELF?

If you checked several items from number 1 through number 9 (Activity 2), you have already developed some excellent stress management techniques. Regular use of even one of these techniques could have a very positive effect on reducing your stress level.

In contrast, all the techniques from number 10 through 14 can lead to serious trouble. If you checked items 10, 11, 12, 13, or 14 you may want to check out some of the more effective methods listed in numbers 1 through 9.

Learning relaxation techniques can put you more in control of your life and help you feel less vulnerable to stressful circumstances. They really do work!

Of course it is important to check with a physician to be sure your symptoms are definitely related to stress and are not due to a physical condition which needs attention.

WHERE DO YOU GO FROM HERE?

You have learned that your attitude and the way you perceive events can cause stress.

You have also learned that you can take charge and change the way you respond to some of your personal stressors.

You have set a goal to improve your stress management skills.

The next step is to discover how you can get extra help when you need it. Don't overlook any kind of help you can get. Anything that makes life easier will help keep your personal and student life stress free.

Campus Resources

Check out the catalog or talk to a counselor about other classes or campus services for creative options to help you manage your personal stress.

The Counseling Center offers individual counseling and workshops on stress management and many other topics like depression, relationships, procrastination and life planning. All could help reduce your general stress level.

The Learning Resource Center offers workshops on test taking and time management, both areas that can lead to adult student stress. Even getting a tutor to help with a difficult subject could help relieve pressure. Improving your writing and study skills will make homework assignments easier and prevent last minute cramming; a major source of student stress.

Disabled Student Services Center offers help with both permanent disabilities and temporary ones, like getting to classes with a broken toe or bad back. You can even get evaluated to find out why you have trouble with reading, spelling or math.

The Children's Center provides child care at low fees for students. Student parents can relax while in class knowing their children are being taken care of.

The Career Planning and Placement Center can help you prepare for a move up the career ladder. They can even help you find a job. Money (or the lack of it) can be the source of intense stress.

Physical Education facilities are open to the campus community when not in use by classes. Check out the pool, tennis court, handball, gymnasium and track. You might even want to take a class in dance or aerobics.

Media Resources

Books:

Freudenberger, H. J. (1980). *Burn-out.* Garden City, NY: Anchor Press.
Defines burn-out and its origins and gives good advice for self assessment. Stories of others who faced this problem make interesting reading.

Johnson, S. (1985). *One minute for myself.* New York: Avon Books.
A wonderful little paperback with insight and simple, direct ideas on how to relieve life stress. Deals with the problem, common to reentry students, of not making time for one's self.

Sarnoff, D. (1988). *Never be nervous again.* New York: Crown Publishing.
This book focuses on speaking in public, a problem many students experience as fear of speaking up in class. Sarnoff offers excellent advice on reducing anxiety.

Selye, H. (1978). *The stress of life.* New York: McGraw-Hill.
Selye is the foremost researcher on stress. This book is a must if you want to fully understand the topic. It deals with the origins and consequences of stress. It is not a "how to book."

Wells, J. F. (1986). *Coping in the 80's.* Chicago: Thomas More Association.
Up to date look at how our attitudes, especially guilt, can cause stress. Easy to follow guidelines for relaxation and personal, "How I relax," comments from some well-known people.

Cassettes:

West, M. (1989). *Managing stress and making it as an adult student.*
141 Acacia, Suite A, Solana Beach, CA 92075.
Cassette tape of relaxation exercises and advice on skills for success in college, by one who has been there and made it.

Things You Can Do

Try this simple breathing technique and see how quickly you can lower your stress response level. It is an especially helpful technique to use during a test-- or any time you are feeling stressed.

1. Sit comfortably erect.
2. Count to ten as you exhale slowly and completely through your mouth. Let your body slightly slump as you push out the last bit of air.
3. Take a deep slow breath through your nostrils as you count to ten. Bring the breath in low so your abdomen protrudes. Draw the air up into your lungs, filling them completely as you gently raise your shoulders.
4. Hold the breath gently for a count of five.
5. Exhale again to count of ten.
6. Notice your body relax as you continue to inhale, hold and exhale. Repeat the exercise for at least two to three minutes.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that needs to be improved and doing something about it.

In the space below, write what steps you will take as a result of the activities or information in this section. Be as specific as possible. Then be responsible to yourself and ***do them.***

- Are there negative behaviors or habits you need to change—as well as the positive ones you should maximize?
- Are there relaxation techniques you should be using?
- Are there student services on campus you need to inquire about?
- Are there self-help or reference books you need to locate?
- Should you buy any of these books for frequent reference and reassurance?

Because managing stress is so important, here are two examples to get you started:

- I will schedule a 15 minute relaxation break twice a day.
- I will start to cut down my caffeine intake by mixing decaf with regular - and limit my intake.

MANAGING TIME

INTRODUCTION

Are you spending your time just "doing" instead of getting results?

The seemingly constant sense of never having enough time is a significant source of stress to most adults. Now, you've decided to return to school and need to add new responsibilities to your already overloaded schedule. Just think of what you could accomplish if you could add more hours to each day!

While this chapter will not make your day longer than the long-established 24 hours, it will allow you to get more done in those hours. It will present some ideas on why time becomes a problem for us and will suggest some strategies to help you manage your time more effectively.

ACTIVITY 1

Read the following four myths about time.

1. **Time is a cure-all for all stresses.**
   Many people feel that their problems would all but vanish if they only had more time.

2. **Time is expandable.**
   This idea suggests that we can get more out of our time "pie" by simply squeezing in more things to do.

3. **Time is something which controls us.**
   When you say something like "I have to go to the store—now," you are really saying that time is in control of you, rather than the other way around.

4. **Time stress results because we were born disorganized or ineffective.**
   By thinking this way, you are admitting that nothing can change the problems that time seems to cause you.

Are you a "believer" in any of these myths about time?

Identify the conditions that cause you to believe the way you do about time. The truth is, these myths need to be replaced with the attitude that time is a nonrenewable resource which needs to be used wisely—and that attitude is under your control.

When you are stressed by feeling that you do not have enough time, ask yourself, "Why am I doing this—now?"

Note the three underlinings in the sentence above. What do they suggest to you? What do they tell you about the role you should play in managing your time?

_____

_____

_____

_____

Now that you have thought about the role you play in managing your time, Activity 2 will suggest "actions" you can take to improve your time management skills.

ACTIVITY 2

As you read each of the following actions, ask yourself if you do them on a regular basis and answer "yes" or "no" in the space provided.

Do you:

YES	NO	
____	____	1. Avoid saying things like, "I'll do it tomorrow," or "I've waited this long, one more day won't matter"?
____	____	2. Determine what you are going to do, in what order, and how, then give yourself deadlines, and simply get "right down to it"?
____	____	3. Break down large tasks into smaller, more realistic tasks?
____	____	4. "Reward" yourself when you've completed a task that you would have otherwise put off?
____	____	5. Set goals for each day—determining what's to be done and what can be realistically accomplished?
____	____	6. Actively use a daily "To Do" list?
____	____	7. Use "waiting time" (i.e., waiting in lines and other usually nonproductive times) to review, add to, or reorganize your "To Do" list?
____	____	8. Prepare for delays by having something with you to work on?
____	____	9. Have an organized work area to increase your efficiency?
____	____	10. Thoughtfully delegate responsibilities to others?
____	____	11. Say, "No, I just can't do that right now" when appropriate?
____	____	12. Establish priorities for each day—and then do those tasks with high priorities first?

WHAT DID YOU LEARN ABOUT YOURSELF?

Review your answers in Activity 2. Time efficiency experts tell us that they all should have been answered with "Yes." For those to which you responded "No," can you do something about them? When? A powerful time management technique suggests that you should answer "Now— not later."

WHERE DO YOU GO FROM HERE?

Campus Resources

On the CSUH campus you will find helpful informational programming available from:

The Learning Resource Center, located in the Library Building, offers workshops in managing time and in other areas related to the more general concern of "personal resources management."

Counseling Services, located in Warren Hall, offers individual counseling to help you in managing time.

Media Resources

Books:

Bliss, E. (1984) *Doing it now.* San Diego, CA: Shamrock Press.
How to cure procrastination and achieve your goals in 12 easy steps. Shamrock Press, 1277 Garnet Ave., San Diego, CA 92109.

Crafts, K., & Hauther, B. (1981). *Success in college: The student's guide to good grades* (rev. ed.). New York: Grove Press Inc., 196 West Houston St. 10014.
Often hilarious, always irreverent, but ultimately sensible book. Written for the traditional student in a university setting, but some unorthodox study approaches may be applicable to the adult student. Pleasant, quick reading.

Ellis, D. B. (1985). *Becoming a master student.* Rapid City, SD: College Survival.

Haponski, W., & McCabe, C. (1982). *Back to school.* Princeton, NJ: Peterson's Guides.

Lakein, A. (1974). *How to get control of your time and your life.* New York: New American Library.

Lenz, E., & Shaevitz, M. H. (1977). *So you want to go back to school: Facing the realities of reentry.* New York: McGraw-Hill Book Co. (Available through Library loan. Out of print.)

Sherman, J. R. (1988). *Stop procrastinating—do it!* Golden Valley, MN: Pathway Books.
Explains why people procrastinate, shows how to develop an ongoing action plan to stop procrastinating and provides 22 simple ways to stop.

Staff. (1984). *Strategies for studying: A handbook of study skills for part-time students.* Victoria, British Columbia: University of Victoria.

Walter, T. L., & Siebert, A. (1981). *Student success: How to do better in college and still have time for your friends* (2nd ed.). New York: CBS College Pub., 383 Madison Ave. 10017.

Things You Can Do

Two actions that you should take that involve other people who can help you manage your time and who are important in your decision to return to school are:

- Tell your employer and fellow-workers that you are returning to school—especially if you anticipate any work/school conflict.
- Talk over your plans with your spouse and other family members. There will be adjustments in household schedules, duties, responsibilities.

Below is a quotation from a female reentry student which illustrates the supportive role your family can play in your decision to return to school. Whether you are male or female, you'll be able to recognize yourself somewhere in what she says. The importance in her words is not the ***"problems"*** she identifies but rather in the ***"solutions"*** and the results.

"If I had to choose the toughest aspect about going to college it would be the adjustments to home life. Everyone in my family had to form new habits.

I had to learn to use my time wisely; housework, cooking, and studying had to be intertwined without too much clashing. The kids took on more of the housework, and my husband had to get used to my absences. At first, there were a lot of head-on collisions, but we soon learned that by pulling together as a team we could keep things running almost smoothly.

I found that if all members are involved there is less resentment and more willingness to help. As a result of our combined efforts we have formed a new closeness as a family.

The gains have outweighed the problems."

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that needs to be improved and doing something about it.

In the space below, write what steps you will take as a result of the activities or information in this section. Be as specific as possible. Then be responsible to yourself and ***do them.***

- Are there negative behaviors or habits you need to change—as well as the positive ones you should maximize?
- Are there student services on campus you need to inquire about?
- Are there self-help or reference books you need to locate?
- Should you buy any of these books for frequent reference and reassurance?

TAKING STOCK OF YOUR LEARNING SKILLS

INTRODUCTION

Many adults who return to school worry about whether they will be able to "make it" successfully as a student.

It's a natural worry—but gone unchecked this worry can lead to fear—and fear is something you can avoid. That's what this section is about—helping you assess the learning skills and attitudes which are necessary to "make it." You will then decide what media and campus resources you should use to create a Personal Action Plan—designed to bring about improvements in your learning skills.

Before you begin this section, it is important for you to remember that as an adult you have many assets that your younger counterparts on campus don't have. (Read Section 1, if you haven't already done so.) And while some of the experiences you have had are not "academic," they still make you a more well-rounded person and student. With newly sharpened academic skills you'll be ready to "go for it," feeling more comfortably armed and able.

Because you've been out of school for a period of time, it is only wise to be truthful to yourself—admit that your skills probably are rusty—and take action ***now*** to upgrade those skills you will need to be a successful student. An overused—but appropriate here—axiom tells us that "an ounce of prevention is worth a pound of cure." Regard this section as a portion of your "ounce of prevention," determine in what areas you need help, and then do something about it. ***Your success is your responsibility.***

This section will help you decide if you need to sharpen your skills in:

- Reading
- Lecture Note Taking
- Preparing for and Taking Tests
- Writing Papers
- Where to Study

READING

"So much reading—so little time."

Effective reading is ***active*** reading. That means that you can't just lounge around casually reading only the entertaining parts. Studying is not the same as reading a novel or the Sunday paper. On the other hand, you shouldn't open a textbook and start underlining without thought or plan. There are active behaviors you need to engage in to be a successful reader.

One of the most important of these behaviors is ***reading to find questions and their answers.*** Always read as if you were preparing to take a test. In other words:

- Active Reading = Question Answering

In this section, you will examine other habits and attitudes you should have to be an effective reader.

ACTIVITY - Reading

There will be times that you think you are reading entire sections of the library! However, few of your reading assignments require you to remember all that you have read. Some reading is to give you an overview, some is to define works, some is to find specific answers to specific questions.

Therefore, the first thing to do is to determine ***why*** you are reading—what you are expected to ***do*** with the material once it's been read.

After you know why you are reading, there are some general guidelines to follow. Ask yourself if you consistently use the following techniques when you have a reading assignment. (Answer "Yes" or "No" by checking the appropriate space.)

YES	NO	Techniques
_____	_____	1. Survey the assignment to get an overview. Read the headings and subheadings. Note (and use to your advantage) the organization the author has provided for you.
_____	_____	2. Read to identify main points, important definitions, and concepts.
_____	_____	3. Do not focus on detail and memorizing minutiae before knowing the structure of material to be learned.
_____	_____	4. Read all questions that precede or follow your assigned reading. (Authors try to help you, not trick you.)
_____	_____	5. Read with a dictionary within reach.
_____	_____	6. Determine importance of material before making notes or using a highlighting pen. (Does everything ***really*** need to be underlined?)
_____	_____	7. Summarize your notes in writing reducing them to key items that will trigger your memory. (This will be important when preparing for tests.)
_____	_____	8. A reading marathon is usually a lost cause. Schedule breaks for yourself.
_____	_____	9. Read out loud when "the going gets tough."

LECTURE NOTE TAKING

It takes practice to take good notes, but learning to do so will repay you many times while you are a student.

The format for taking notes most frequently recommended is outline. Outlining pinpoints thoughts in a concise manner which facilitates studying later on.

A good way to practice outlining, and note taking in general, is to use an educational TV program (for example, your local Public Broadcasting Station) as a source of informative "lectures." With enough practice, you will develop a style you are comfortable with and produce solid, helpful notes, too.

In this section you have three activities to help you improve and assess your note taking skills.

ACTIVITY 1 - Lecture Note Taking

Try the following generally recommended techniques when you attend your next few lectures then answer: (1) If they were helpful to you or (2) Not helpful. (Keep in mind that techniques not appropriate for one instructor might be for another. Experiment and see which increase your note taking skills.)

Helpful	Not Helpful		Techniques
_____	_____	1.	Sit "front and center."
_____	_____	2.	Write phrases, not a string of independent words.
_____	_____	3.	Use standard outline form whenever possible.
_____	_____	4.	Underline points stressed by the instructor or information written on the board.
_____	_____	5.	Take notes on the right side of the page, leaving a margin on the left. As soon as possible, write key words and possible test questions in the left margin.
_____	_____	6.	Date all notes.
_____	_____	7.	Use a three-ring, loose-leaf, binder. You can spread out pages when you review and easily insert handouts in the appropriate places.
_____	_____	8.	Use only one side of a piece of paper.
_____	_____	9.	Use an erasable pen. Pencil notes smudge.
_____	_____	10.	Write notes that are legible.
_____	_____	11.	If you fall behind, leave blank spaces and move right on to where the lecturer is currently.
_____	_____	12.	Don't rely on tape recorders. You'll mentally relax. Also, consider the time it will take to listen to each class a second time.
_____	_____	13.	Review, revise, and reorganize your notes within 24 hours. ***(Your short-term memory fades fast.)***

ACTIVITY 2 - Lecture Note Taking

Go to the library and find out about the ***Cornell Format*** *of note taking. Familiarize yourself with its techniques and try them out. (To find this information, begin by thinking about what type of book would contain information about how to take notes–then go to a library and test your library skills.)*

ACTIVITY 3 - Lecture Note Taking

- *Listen.*
- *Stay focused.*
- *Remain alert.*

These are actions that are sometimes easier to talk about than to actually do when sitting through a lecture. You might find yourself thinking about a problem at work or your daughter's team practice on Saturday.

Think of lectures as textbook chapters. There is usually a main theme and then several supporting points, another main theme, and so on.

For this activity, try this technique. Go to a lecture and listen as if you were going to make up ***questions***—and supply answers to them. This approach will provide a focus for your thinking, a solid foundation for your active participation, and a framework for your notes. Needless to say, this technique can be invaluable when it comes time to study for tests.

PREPARING FOR AND TAKING TESTS

Evaluation by testing is an inescapable part of academic life. In fact, testing of one kind or another is really a part of life.

There are driver's examinations, tests to obtain trade licenses, performance tests related to training at work, etc. In many of your classes, tests (or examinations) are the culmination of all your time and effort. And of all the activities associated with returning to school, taking exams often causes the adult student the most anxiety.

Success in completing tests requires three key elements, each of which are reviewed in this Guide. Those three elements are:

1. Adequate preparation
2. Test-taking skills
3. Coping with stress

ACTIVITY 1 - Preparing for Tests

Well-prepared (and therefore more confident) students use the following techniques. Identify in the appropriate columns below: (1) Those you currently use, (2) Those you will start using in the future, or (3) Those that are not suited to you. (Then reflect on the "3's": ***Are you only making excuses?)***

-1-	-2-	-3-		Technique
___	___	___	1.	Read, study, and review material as it is assigned.
___	___	___	2.	Review your lecture notes and reading summaries as soon as possible. (You forget most rapidly what you have just learned.)
___	___	___	3.	Find out about the test: what type of test you will have, (i.e., multiple choice, essay, etc.) how much is from assigned reading, how much from class, etc.
___	___	___	4.	Find out if your instructor has copies of old tests for you to look at. Many do.
___	___	___	5.	Establish a study schedule—and stick to it.
___	___	___	6.	Do not cram. (Forgetting occurs most rapidly right after learning. Effective study occurs in 50-60 minute sessions spread over time.)
___	___	___	7.	Study with other students if they are as serious as you are.
___	___	___	8.	Use the college or a local library if you need to "get away from it all."
___	___	___	9.	Study the material you feel least confident about first.
___	___	___	10.	For essay tests, study by actually writing out answers to questions—and timing yourself.
___	___	___	11.	Get plenty of sleep the night before a test.

ACTIVITY 2 - Taking Tests

To make test-taking easier and more profitable—profitability measured in better grades—there are proven techniques you can use.

-1-	-2-	-3-		Technique
___	___	___	1.	Arrive at the test site early with all supplies you will need, including an accurate watch. (Calmness + Preparedness = Confidence)
___	___	___	2.	Look over the entire test (check the back, too) to get an overview.
___	___	___	3.	***Carefully*** read the instructions.
___	___	___	4.	Note point-values assigned to each part or question on the test.
___	___	___	5.	Plan how much time you will spend on each part, and stick with that schedule. Allow for review time.
___	___	___	6.	Answer the ones you know best, first.
___	___	___	7.	When you come upon a question you do not know the answer to, skip it, keep moving right along. Return to it later. One question may jog your memory to answer another.
___	___	___	8.	Write legibly and use an erasable pen.
___	___	___	9.	Review the test and your answers—just to be sure. Use all the time allotted to you. Don't worry about being "the last one to finish."
___	___	___	10.	Use relaxation techniques.

ACTIVITY 3 - Taking Tests

There are many standard words commonly used to create questions in essay exams. Each word requires you to think in some specific way. For example one question might ask you to "analyze" and another might ask you to "compare and contrast." Do you know the difference between the two?

A few of the many words typically used in essay questions are:

Illustrate
Enumerate
Show the relationship between
Summarize

Do you know precisely what type of thinking these words require of you? If you are not absolutely sure, these words (and many others) are defined in some of the references listed in "Where Do You Go From Here?" in this section.

It would be time well spent to review these words typically used in essay tests.

ACTIVITY 4 - Taking Tests

Below are answers to an essay question. The first one is a sample of a poor answer. The second is a sample of a good answer. Read each and compare them. Be sure you understand the accompanying explanations in the left margins.

The Question To Be Answered

The fifteenth- and sixteenth-century voyages of exploration produced lasting changes in the political and social structure of Western Europe. Would you say that these voyages tended to hasten or delay the growth of national states? Explain.

A Poor Essay Answer

Interesting, but what does this have to do with the question?

The "voyage of exploration" is a rather ambiguous term because actually there was no sudden burst of interest in exploring the world around them—they just were looking for easier trade routes to the Orient. This so-called age of exploration if it was indeed exploring, took place quite by accident.

But how does all this strengthen nationalism?

When the first countries colonized the New World, every other country wanted to get in on it. However, to make voyages in the first place, knowledge was needed in shipbuilding and navigation. Henry the Navigator bettered the conditions of European states by contributing to navigation, maps, etc. He also began a school for navigation. Countries put forth no great effort to build more and more ships or to go and colonize for themselves. For example, when Spain started some colonies in the New World, France, England, Holland, etc., started sending explorers and colonizers out.

No reasons given. Only a conclusion is being stated.

So the voyages of exploration didn't delay the growth of the national states. The voyages were all a part of the national states. The explorers who reached other lands claimed their finds for their countries. These many voyages induced the growth of the national states.

Competition, wealth, trade, and pride are all suggested, but their relation to the development of nationalism is hard to see.

I think these voyages of exploration bound a nation together, since anything a group of people do together—and these voyages were made by a whole country, not just its leaders—, tends to unite them. Many times newly discovered lands brought great wealth to the mother country and new places for people to settle and raise families. Then when trading was carried out with the newly found places, this again helped to unite the nation. People were also united in a common cause, this being to beat other countries to these places, for trade and colonization. The lands that were claimed, and the prestige and trade that followed those voyages, affected all the people of the country and made it stronger and richer.

A Good Essay Answer

Starts with a direct answer to the question. — The exploration of the fifteen and sixteenth centuries ***hastened*** the growth of national states.

Preoutlines order of topics. — The reasons have do with danger, wealth, trade, and prestige or pride.

Starts one of the reasons. — One of the prime ingredients in the beginning of national states was a common danger from the outside. Because countries went to war over the right to control certain colonies and trade routes, they had to unite within in order to fight off an aggressor.

Transition. — Other forms of competition between one country and another contributed to the growth of national states. Competition for land and wealth was fierce. The resources of the new lands, such as coffee, spices, and minerals, were considered valuable. Each country was eager to gain land because the products of the land meant more wealth, as when Cortez conquered the Aztecs. A united country could best succeed in this form of competition.

Specifics —

Specifics —

Phrase to show relevance to question. —

These resources brought about by the new discoveries increased the power of mercantilism. With the opening of new trade routes, the Northern and Western European states were able to break the Venetian-Arab trade monopoly with the Indies. The colonization led to a system involving a state-controlled market between the colony and the mother country. This permitted the nations of Europe to become economically separate units, with no common market existing between them—a condition which fostered nationalism.

Afterthought to make sure relation of point to the question is clear. —

Amplifies with an example. — It is interesting to note that Italy, which did very little exploration, took longer to become a united nation than the other countries of Europe.

Transition. — Another feature in producing national states was the national pride these voyages tended to produce. The voyages were financed by a national government. Any new discovery was associated with the sponsoring governments and added to the spirit of nationalism.

A new point which came to mind during the writing. /

Compare this answer with the poor answer given to the same question.

Used with permission.

Lenz, E., & Shaevitz, M. H. (1977). *So You Want to Go Back to School* pp. 187-189. New York: McGraw-Hill.

WRITING PAPERS

Academic writing in the form of research papers, essays, or reports, will be frequently assigned during your time on campus.

It's not uncommon to hear returning adult students say things like:

- "The thought of writing terrifies me."
- "I'll never pass a class if I'm expected to answer essay questions."
- "I don't even know how to begin a writing assignment."

The ability to communicate well in writing is essential for your success as a student and as an educated person off-campus. And remember—writing, and other academic skills, require practice. You'll improve over time. "Fear" of writing can be overcome. Writing skills can be improved.

Start the process by asking yourself: "Why am I writing this paper? What important questions must I answer to cover the topic thoroughly?"

Too obvious, you think? A surprising number of students put themselves through misery and still receive low grades because they forgot to begin with this basic consideration. Without knowing what the paper is to accomplish, it's likely to accomplish nothing.

It's something like writing answers for an essay test. The difference is that this time ***you*** make up the questions to be answered and you can use all the books and references you can find to help you out. An added benefit from starting your paper from a specific question(s) is that you will know right away if your topic is too broad—or too narrow.

The following activities will help you assess your skills in writing papers.

ACTIVITY 1 - Writing Papers

Read the following suggestions to determine: (1) Those you know to do (and will do) and (2) Those you think are unnecessary and will not do.

-1-	-2-	Suggestions
___	___	1. Choose a topic that interests you.
___	___	2. If possible, review your lecture notes and pick a topic that your instructor favors.
___	___	3. Allow plenty of time. Good papers don't just happen overnight.
___	___	4. If possible, confer with your instructor about your planned paper. They can often supply bibliographies and other material about topics that are of special interest to them.
___	___	5. Talk to former students to gain insights into what your instructor likes and dislikes. Your paper has an audience of ***one*** - the instructor.
___	___	6. Go to the library for reference materials.
___	___	7. Thinking about the "who, what, when, and where" of your topic will help you get started.
___	___	8. Use your dictionary, thesaurus, and a grammar handbook.
___	___	9. Be direct and to the point. Introduce your paper by stating you will deal only with specified issues—identify them, and then stay on that course. Make your points, back with examples/data, and stop. Don't wander.
___	___	10. Let the reader know that you've done some research by appropriately quoting experts. (Document the sources of quotes in the format recommended by your instructor.)
___	___	11. Finish with concluding, summary comments. If writing the paper raised more questions in your mind, consider including them as well.
___	___	12. Plan from the beginning to write a rough draft which you will rewrite into your final copy. Check the "flow of ideas," spelling, grammar, etc.
___	___	13. Type your paper carefully (or have it typed), double spaced. (If you don't know about word proccessing, investigate it.)
___	___	14. Proofread, carefully. Then proof it again.

ACTIVITY 2 - Writing Papers

All of the suggestions given in Activity 2 are ones you should do if you want to write effective papers. By following these suggestions when planning and writing papers you can avoid the "midnight madness syndrome" that you may have been caught in before.

If you answered "Unnecessary" (Column 2) to any of the suggestions, you need to seriously step back and question yourself, ***"Why? Why don't I do these things?"*** The answers are important to your development as an effective student and deserve some serious thought.

ACTIVITY 3 - Writing Papers

This is a "go find it" activity.

A worthwhile book for you to locate (from a library or to purchase) is ***Writing with a Purpose*** by James M. McCrimmon. It is regarded as one of the best. Go find it. Use it. Of course there are many more excellent books to help you with writing papers.

WHERE TO STUDY

Rule of thumb: "Study Where the Action Isn't."

Discipline yourself to push aside the countless distractions that destroy your ability to concentrate. Below, you will find two activities that focus on getting set up and equipped to study. Information on ***how to study*** can be found in the sections on "Preparing for and Taking Tests" and "Reading."

ACTIVITY 1 - Where to Study

This activity will pay off for you again and again.

The first thing you must do is to establish ***one place of your own.*** Do not study in various unoccupied places throughout your house as they become available. Stake out ***one*** spot as yours (the quieter the better) and establish it as off-limits to others. This is one of many ways your family can help and support you.

Students who study and work wherever there's an open space tend to lose papers and books. At best, they have notes, papers, and important reports spotted with food or grease.

ACTIVITY 2 - Where to Study

After your spot has been established, equip it with the things you will need to be effective and efficient. Use the following checklist to turn your place into that of a serious student.

YES	NO		Does your study spot have:
___	___	1.	Good lighting?
___	___	2.	As free from family noise as possible?
___	___	3.	A bookcase? (bricks-and-boards are fine)
___	___	4.	Recent editions of a dictionary, spelling dictionary, thesaurus, and grammar handbook.
___	___	5.	All needed supplies (which are to stay in your study area for your school use only). For example: scissors, tape, paper clips, stapler, 3 x 5 index cards, files, wastebasket, "Post-its™," pens, pencils, highlighting pens, etc.
___	___	6.	A drawer or container for supplies?
___	___	7.	A desk or table with large writing area?
___	___	8.	A comfortable (but not too comfortable) chair?
___	___	9.	A wall calendar?

Regarding the issue of noise: many study experts recommend studying with classical or "easy listening" music that is ***non-vocal.*** The music accesses to your right brain while the words you are reading or writing access to your left brain. (And listening to music allows you to use a headset, blocking out many household distractions.)

WHAT DID YOU LEARN ABOUT YOURSELF?

The various activities in this section gave you an overview of some of the academic skills that combine to allow for a successful campus experience. Were there areas that made you feel strong and comfortable? Congratulations! These are assets to maximize. Then, there probably were areas in which you didn't feel so strong and comfortable—and that's OK, too. (OK, that is, if you plan to do something, take charge of yourself, and ***change****!)*

You know that reading is one activity which you can't ignore—You'll have lots of it to do and you can't wish it away. You were asked to read basic reading assignment techniques and determine if you consistently used them. By using them you will become an organized, calm, purposeful reader rather than one who jumps right in and begins memorizing everything without any plan or reason.

Another fact of college life is taking notes. That can be an experience where learning of content actually happens—or it can be nothing but total frustration. Those students who try to write down every word, those who get lost and hopelessly struggle to catch up, or those who can't read their own writing two days later are making things needlessly difficult for themselves. You read 13 techniques to use when you are taking notes to make the process manageable—and educational. Did you successfully change your approach to taking notes?

And then there's preparing for tests—and taking them. They are simply unavoidable. But the anxiety and anguish that accompanies them is totally avoidable—at least controllable. Many suggestions were provided on how to approach tests with a rational organization that breeds calmness. Did you identify some techniques that you will begin to use as you prepare for and take tests in the future?

Then you were asked about writing papers and reports. There probably weren't any major discoveries in those pages and yet if you follow all the suggestions given, writing papers won't be so difficult. For example, the simple suggestion of writing to answer specified questions will focus your writing and research efforts. Then, state your purpose, make your point, and conclude; an over-simplification perhaps, but that is the general process. There is nothing magic, no dark secrets to writing papers. Did you get the idea that writing is a straightforward process?

And finally, you should have discovered the absolute necessity of having your own *place to study.* That place should be well-equipped, relatively free of distraction, and should be used only for study. Have you established such a spot for yourself?

Now, back to the opening question: "What did you learn about yourself?" Hopefully, you discovered some strengths and some already well-established good habits and attitudes. These form a foundation on which to build.

As you assessed your skills and attitudes and thought about techniques recommended by various experts, did you discover things you don't currently do but would like to change? If so, you have one of the best possible assets a student (of any age) can have—the desire to improve. With that one quality, you are well on your way down a successful path. There are resources and people on campus to help you and work with you. Also, there are many excellent books you can use for self-improvement. The next part has that information for you.

WHERE DO YOU GO FROM HERE?

Campus Resources

There are several places to go on campus where adult students will find people who can help them.

The Learning Resource Center, located in the Library Building, is the best place to start. There, you will find individual and group help for all areas discussed in this section. For example, the Learning Resource Center offers help in how to answer essay questions, how to write reports, and in grammar/spelling/punctuation.

The Disabled Student Services Center, located in the Library Building, also has help for students with any type of disability including learning and reading related problems.

A Special Note About Reading

Going to the **Learning Resource Center** (at Hayward) is especially important for reading needs/skill development. Because it is estimated that 85 percent of your college work involves some type of reading, any type of reading "problem" you have could seriously impact on your academic success. While a number of excellent books have been written for those who need help with reading, we strongly recommend that you also go to the Learning Resource Center on campus.

Media Resources

A number of excellent books are available on the skills you need to possess in order to become a successful student. These books contain much more information than this guide could give you. And finding these resources will give you practice in research skills!

Reading

Miller, L. L. (1977). *Increasing reading efficiency* (4th ed.). New York: Holt, Rinehart & Winston School Publishing, 383 Madison Avenue 10017.
A workbook devoted to reading exercises and comprehension tests.

Millman, J., & Pauk, W. (1969). *How to take tests.* New York: McGraw-Hill, 1221 Avenue of the Americas, New York 10020.
An excellent resource on the principles and techniques of taking tests. It includes many hints which will be helpful, in addition to describing several approaches to taking exams.

O'Hagen, M. (1976). *How to improve your reading skills.* New York: Association of American Pub.

Preparing For and Taking Tests

Woodley, K. K. (1978). *Test wiseness: Test-taking skills for adults.* New York: McGraw-Hill.
Another very good resource designed specifically for adults.

Writing Papers

Benjamin, J. R. (1979). *A student's guide to history* (8th ed.). New York: St. Martin's Press.
Extremely helpful for students completing research papers in history courses.

Blumenthal, J. C. (1981). *English twenty-two hundred* (3rd ed.). New York: Harcourt Brace Jovanovich Inc., 757 Third Ave. 10017.
A programmed course in grammar, sentence building, correct usage, and punctuation. Tests and answer keys available from publisher.

Blumenthal, J. C. (1981). *English twenty-six hundred* (5th ed.). New York: Harcourt Brace Jovanovich Inc., 757 Third Ave. 10017.
A programmed course in grammar, sentence building, correct usage, and punctuation. Tests and answer keys available from publisher.

Blumenthal, J. C. (1981). *English thirty-two hundred* (3rd ed.). New York: Harcourt Brace Jovanovich Inc., 757 Third Ave. 10017.
A programmed course in grammar, sentence building, correct usage, and punctuation. Tests and answer keys available from publisher.

Booher, D. (1989). *Good grief, good grammar.* San Diego, CA: Shamrock Press.
Written with a light, irreverent touch; helps you master the fine points that present you as an educated person.

Lester, J. D. (1967). *Writing research papers: A complete guide.* Glenview, IL: Scott, Foresman and Co.
Detailed instructions on research writing; excellent explanations of plagiarism.

McCrimmon, J. M. (1980). *Writing with a purpose* (7th ed.). Boston: Houghton Mifflin Co., 2 Park St. 02107. Also available in short edition.
Instructor's guides, resource book available at extra cost. A classic text, used frequently in composition classes. Can be used independently. From use of individual words to writing research papers. Includes handbook of grammar and usage.

Strunk, W., Jr., & White, E. B. (1963). *The elements of style.* New York: Macmillan Co.
No student should be without this classic aid.

Turabian, K. (1967). *A manual for writers of term papers, theses, and dissertations.* Chicago: University of Chicago Press.

General Information

The following books are highly recommended because they were written especially for returning adult students and because the information and advice in them is invaluable.

Apps, J. W. (1981). *Study skills for adults returning to school* (2nd ed.). New York: McGraw-Hill.
Includes chapters or sections on taking notes, listening, taking exams, reading, writing, thinking, vocabulary, library.

Brechner, I. (1979). *The college survival kit.* New York: Bantam Books.

Crafts, K., & Hauther, B. (1981). *Success in college: The student's guide to good grades* (rev. ed.). New York: Grove Press Inc., 196 West Houston St. 10014.
Often hilarious, always irreverent, but ultimately sensible book. Written for the traditional student in a university setting, but some unorthodox study approaches may be applicable to the adult student. Pleasant, quick reading.

Lenz, E., & Shaevitz, M. H. (1977). *So you want to go back to school: Facing the realities of reentry.* New York: McGraw-Hill. (Available through Library loan. Out of print.)

Osgood, J. (1978). *How to beat the grade game.* 1978. Westport, CT: Condor Pub., 29 East Main St. 06880.
Chapters on skills in reading, writing, using library, note taking, taking exams, and sections on mathematics and other specific subjects.

Pauk, W. (1974). *How to study in college* (2nd ed.). Boston, MA: Houghton Mifflin, 2 Park St. 02107.
Written by the director of the Reading-Study Center, Cornell University. Gives students straightforward, practical instruction on how to tackle and overcome their special difficulties. Widely used in study strategies courses. Chapters on skills in reading, writing, mathematics, speaking, note taking, taking tests, and specialized skills such as studying science and foreign languages.

Staff. (1984). *Strategies for studying: A handbook of study skills for part-time students.* Victoria, British Columbia, Canada:University of Victoria.

Thatcher, R. (1975). *Academic skills: An handbook for working adults returning to school.* Ithaca, NY: Cornell University, New York State School of Industrial and Labor Relations.

Walter, T. L., & Siebert, A. (1981). *Student success: How to do better in college and still have time for your friends* (2nd ed.). New York: CBS College Pub., 383 Madison Ave. 10017.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that needs to be improved and doing something about it.

In the space below, write what steps you will take as a result of the activities and information in this section. Be as specific as possible. Then be responsible to yourself and ***do them***.

- Are there negative behaviors or habits you need to change—as well as the positive ones you should maximize?
- Are there student services on campus you need to inquire about?
- Are there self-help or reference books you need to locate?
- Should you buy any of these books for frequent reference and reassurance?

DEALING WITH MATH ANXIETY

INTRODUCTION

Many adults have anxieties about math and if you do, you're not alone. It is not uncommon and certainly nothing to hide. It is something to act on, however.

Adult students with math anxiety might think or say any, or all, of the following statements:

- "Just the thought of entering a math class makes my knees feel weak. I'll ***never*** be able to complete a whole semester."
- "My math anxiety should have been overcome or ***outgrown*** long ago. No one else has the troubles I have."
- "There is something ***wrong*** with me. After all, I am an adult. Math shouldn't scare me."
- "It is one thing to be truly ***embarrassed*** about. I can't let anybody know."

The question is: When people think or say these things about themselves are they accurate and true pictures of those individuals?

No matter how real these feelings seem to a person with math anxiety, the answer is no—***none*** of these statements accurately reflect the truth.

Even if you do have math anxiety, when you're not in a math classroom or threatened by math problems or equations, the realistic, rational side of you would probably agree. But, if in math class or suffering over math problems, you can hear yourself saying any of the above statements, you probably have math anxiety.

The feelings expressed in the statements above are harmful and have the potential of preventing you from finishing (or starting) certain degree programs.

ACTIVITY

There is no reason to use an "assessment measure" to determine if you have anxiety about math. If you have it, you already know it. (And if you don't—discover the secret, bottle and sell it—and retire.)

The important thing to do—actually, the only thing to do—is to realize there are behaviors to acquire, actions to take, and techniques to use to help you to overcome it. At the very least, you'll be able to cope with it so it's not so awesome.

WHERE DO YOU GO FROM HERE?

The tragedy about ignoring math anxiety is that it can be overcome—or at least made less threatening. There are resources and people who can help you. Sometimes, taking the first step toward dealing with a problem is the most difficult. Using the following resources should give you a comfortable start.

Campus Resources

Go to the **Learning Resource Center** located in the Library Building. There, you will find understanding people who can help. They offer individual as well as group sessions designed to help increase your self-confidence and math skills.

Media Resources

Kogelman, S., & Warren, J. (1978). *Mind over math.* New York: Dial Press.

Tobias, S. (1978). *Overcoming math anxiety.* New York: Norton.

Tobias, S. (1987). *Succeed with math: Every student's guide to conquering math anxiety.* New York: The College Board.
Written primarily for college students who feel uncomfortable with mathematics. Chapter 1 deals directly with the problem of math anxiety.

Kogelman, S., & Heller. (1989). *The only math book you'll ever need.* San Diego, CA: Shamrock Press.
A new release advertised to: "Get your number skills in shape without pain or strain. Easy, progressive, comfortable learning."

H & H Publishing Co., Inc. 2165 Sunnydale Blvd., Suite N Clearwater, FL 34625
A company which you should contact for further information and which specializes in books and other media for students with math anxiety.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that needs to be improved and doing something about it. A problem like anxiety over math is something which should not be ignored.

In the space below, write what steps you will take as a result of thinking about yourself. Be as specific as possible. Then be responsible to yourself and ***do them.***

- Are there student services on campus you need to inquire about?
- Are there self-help or reference books you need to locate?
- Should you buy any of these books for frequent reference and reassurance?
- After you've done some reading or talked with someone on campus, are there negative behaviors or habits you need to change?
- Are there positive behaviors or habits you should maximize?

USING THE CSUH LIBRARY

INTRODUCTION

Get to know the Library—you'll be glad you did.

Using a library effectively can greatly improve your performance as a student and save you many hours of study time as well.

Libraries may seem complex and confusing but they should not be regarded as "mysterious." Walter and Seibert in ***Student Success: How to do better in college and still have time for your friends*** say:

> *"Libraries are wonderful places. In libraries you can discover extraordinary ideas, amazing information, and new worlds. You can find facts to support impressions you have or data which disproves opinions you don't like. To have these experiences, it is highly important to know how to use a library."*

The Cal State Hayward library is a three-story building adjoining Warren Hall. Among its collections it has: over 750,000 volumes; over 130,000 federal, state, and international documents; over 530,000 documents in microformat; and over 15,000 maps. There is seating for about 2,000 readers.

Melissa Rose, Director of the Library, says: *It's your library: use it and enjoy it."*

A more descriptive title of this section might have been "Using the CSUH Library and Its Personnel." A helpful librarian is a valuable resource to have—and the CSUH library staff is always ready to help. So ask your questions! It is always surprising and dismaying (yet understandable) to hear of adult students who were "afraid" to ask questions about how to use library resources, feeling that they should already have learned all that somewhere before.

ACTIVITY 1

This first activity is a must. Go to the library (it's better to get familiar with it before you have to) and get a free copy of ***Library Resources: A Handbook.*** *This is an invaluable guide for every student on the Hayward Campus. It gives you a complete and easy-to-use overview of everything you will probably ever need to know about the CSUH Library.*

After you've gotten your Library Handbook, browse through it and become familiar with it just as you would a textbook. Look at the Table of Contents and the Index. Find the Glossary. Become familiar with the handbook and then frequently refer to it to help you answer your questions about the Library. Read page ii, "The Library is for Everyone."

ACTIVITY 2

Using the Table of Contents and/or the Index of ***Library Resources: A Handbook****, find the answers to the following questions:*

- What are the Library hours on Saturday and Sunday?

  _____

  _____

- When you are borrowing a book from the library, why do you need a "zebra label"?

  _____

  _____

- What is the primary function of the Reference Department?

  _____

  _____

- What are the rates charged at the Library Copy Center?

  _____

  _____

- How do you find out about dates and times of Library Orientation Tours?

_____

_____

- What is the "Library Skills Course"?

_____

_____

ACTIVITY 3

Become familiar with the Library's physical layout, what its various functions and services are, and use them.

Inquire at the Reference Desk about the following:

- "Introduction to Library Skills" (G.S. 1500), a one-unit self-directed course.
- Orientation tour.
- Audiotape tour.
- Various videotape cassettes.
- Special guides, brochures, and bibliographies.

ACTIVITY 4

Part 1:
One of the basic things you will have to do in the library is find the books you want to use. To learn how to do this, read through "How to Find a Book" in ***Library Resources: A Handbook***. It is important that you become familiar with the Library and its system and procedures BEFORE you have a major research assignment due. This is a case where "familiarity breeds confidence."

However, before you jump right in and start highlighting everything in "How to Find A Book," look through it first. One thing you will probably think is that it is long. Yes, it is. But also notice that it is divided into smaller parts. Read and concern yourself with each small part. Don't get overwhelmed, before you begin, by the whole. Remember, let a book's organization work for you.

Part 2:
Passively reading this section in your handbook is probably not enough. To see if you really understand it, and to become familiar and comfortable with the "how to" of it, ***go to the Library and practice.*** (Take your Library Handbook with you and use it. It will tell you what to do—one step at a time—and what it all means. You also have the Library personnel always ready to assist you.)

Think of a subject about which you'd like to find some references. To look up subjects, you are probably familiar with using a card catalog system using paper file cards—and that would seem like the most logical place to begin. However, the CSUH Library (and many others) are in the process of changing over to computerized catalog systems.

The system being initiated into the CSUH Library is named BOOKFINDER. Reading and studying your way through ***Library Resources: A Handbook*** you will find what BOOKFINDER is and how to use it. But you will need to do more than just read about it. You will eventually need to use it for a class assignment and we suggest that you practice and experiment with it first.

Go to the computer terminals in the Library and just do what your Library Handbook and the screen of the computer tells you to do. Always remember, you can ask for help—or come back on another day and try again! If you've been out of school for a while, BOOKFINDER might require some practice and getting used to. An added benefit of BOOKFINDER is that it is an excellent way to increase your comfort level when working with a computer.

(If by chance a subject is not listed, you can ask the Reference Librarian for the Library of Congress Subject Headings, described on page 7 of your ***Library Resources: A Handbook***—or you may choose to do this some other time and just pick another subject for practice.)

Part 3:
Now that you can find references by subject in BOOKFINDER, the next step is to find the books on the shelf. Copy the entire call number from the second line on the computer screen. The number is coded to tell you where each particular reference is located. Maps are in the Library and in the back of your Library Handbook. To complete this practice activity, actually locate several of the references you found using BOOKFINDER.

ACTIVITY 5

Using the same logical progression work through the process of finding several references on the shelves for:

- A specific author.
- A specific book, by title.

Let your computer screens guide you. Do what they say—one step at a time.

ACTIVITIES 6, 7, 8, etc.

*Continue working your way through your **Library Resources: A Handbook**, making up your own learning activities as you go. Recognize that this process of learning how to really get the most out of the library will take time. There is a lot more to learn about a library than first suspected.*

Your objective in all this is to become familiar with the functions of the Library when you have the option of leaving and coming back for another try later on—not when a research paper is due and you're still trying to locate the maps in the Library.

As you plan your own learning activities and read through your ***Library Resources: A Handbook***, some of the many things to know about the CSUH Library are:

- Understanding the "word-by-word arrangement" of catalog cards.
- BOOKFINDER access from your home.
- Holds and searches.
- Interlibrary Loans.
- Periodical (newspapers, magazines, and journals) indexes.
- InfoTrac.
- Specific-subject bibliographies available at the Reference Desk.
- ERIC (Educational Resources Information Center).
- Reserve Book Room.
- Microforms and how to use them.

WHAT DID YOU LEARN ABOUT YOURSELF AND THE LIBRARY?

A series of questions comes to mind:

YES	NO		
____	____	1.	Did you learn that ***Library Resources: A Handbook*** is a resource no student should be without?
____	____	2.	Did you learn that the Library had more to offer than you thought it would?
____	____	3.	Did you discover that you can ask all the questions you need to ask without fear of being somehow "not sophisticated"?
____	____	4.	Did you find that if you think logically and step-by-step, you can make the Library work for you?
____	____	5.	Did you find that the Reference Department and the Reference Desk constitute the "heart" of the Library?
____	____	6.	Did you find that with a little planning with all your other duties and responsibilities, the Library hours make it accessible to you?
____	____	7.	Did you find that you could use the computer terminals of BOOKFINDER without "computer phobia"?
____	____	8.	Did you find that the Library is a non-threatening place to be?
____	____	9.	Did you find that the Library is not "mysterious"?

You should be able to answer "yes" to all the above questions. Responses of all "yes" indicate that you are comfortable working in the Library and understand how it works. Those are the attitudes and knowledge of a successful student. Without them, things might be unnecessarily difficult for you.

WHERE DO YOU GO FROM HERE?

Campus Resources

For any questions with a response of "no," try to find out why and correct it. Possible actions include:

- Reread your Library Handbook.
- Give yourself more Library practice.
- Talk to your fellow adult students.
- Talk about it with Library personnel.

Media Resources

Downs, R. B. & Keller, C. D. (1975). *How to do library research* (2nd ed.). Champaign, Il: University of Illinois Press

Gates, J. K. (1979). *Guide to the use of books and libraries* (4th ed.). New York: McGraw Hill

Things You Can Do

- Take the self-directed course "Introduction to Library Skills."
- Use the audiotape tour or the various videotape cassettes available at the Reference Desk.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that needs to be improved and doing something about it. This section suggested possible actions for you to consider.

In the space below, write what steps you will take as a result of the activities and information in this section. Be as specific as possible. Then be responsible to yourself and ***do them***.

USING A PERSONAL COMPUTER: A BRIEF MESSAGE

INTRODUCTION

The ability to use personal computers is rapidly becoming a basic academic skill, just as reading, writing, and study skills already are.

Today we are seeing increased use of computers in our schools, Kindergarten through grade 12. It is only a matter of time before the vast majority of traditional-aged students entering college will treat computers with the same commonplace acceptance as we currently do typewriters. You will soon need computer skills just to keep up. This is probably one area where the typical traditional student has an advantage over the typical returning adult.

A personal computer will save you more time than you can imagine. If you are not "computer literate," read through this section and begin exploring this very convenient and versatile tool to see what it can do for you.

As with any new "modern convenience" there will be a necessary period of learning how to use a personal computer to your advantage. Be willing to spend some time—you'll be glad you did! And as with learning anything new, plan to take it one-step-at-a-time over a period of time.

There are good reasons why computers and word processing have become so popular and are here to stay. Find out what those reasons are—and join the crowd!

ACTIVITY 1

If you have not used a personal computer, nor experienced the direct benefits of using one, we urge you to break the ice and find out what all the excitement is all about. You've heard of "the neatest thing since sliced bread"?—well this is IT!

By now, computers are a fact of life. They are not going to disappear. Computer sales for home, personal, and business use are rising dramatically each year. In the workplace, and increasingly in the home, they are becoming standard equipment.

Employers are training thousands of people a day to become familiar with and use computers in the workplace. It is most definitely a ***marketable skill*** for your career path if you already have some knowledge about and experience with computers.

If you are one of those who have chosen to avoid even getting close to a computer, you have our guarantee that they are absolutely harmless. (You also have our guarantee that they are absolutely beneficial.) And you probably won't be able to hide from them much longer; you're going to be caught unprepared between a computer-trained workforce and the yet-to-graduate computer-trained students.

ACTIVITY 2

*If you are not familiar with word processing—what it is and what it can do for you—**find out.***

If you are still using a typewriter when writing papers and other projects, you have no idea what you are missing. Word processing is nothing more than typing on a computer and is the best immediate use any student can make of a computer. You use a keyboard just as you do with a typewriter. If you can type—even hunt-and-peck—then you can use a word processor.

Word processing allows you to get more written in less time, to make corrections and changes instantly, to move sentences and paragraphs at will—and much more. And it is not difficult to master—really. A student who writes papers and reports any other way is just making things more difficult and time consuming than they could be.

ACTIVITY 3

Find someone—on campus, in a store, a friend—to give you a hands-on, practical demonstration on what word processing can do. It is not magical—it just might seem that way! Find out why other people like it.

Ask to be shown how to make corrections, how to move paragraphs, how to change margins, how to change the way a page looks, etc. In salesperson jargon, you want to know the "features, advantages, and benefits." What you want an answer to is: "What's in it for me?"

Too many people and programs concentrate on how a computer works, what is going on inside, and use unfamiliar words like ROM, RAM, byte, and chip. Let that come later. All of that will probably confuse you at first. Concentrate on what computers and word processing can do for you and what you can do with them—not on how it all works.

ACTIVITY 4

Conduct your own market research.

There are many computers and word processing systems available—enough to make the selection process bewildering if not done systematically and unhurried. Talk to friends and fellow students who have computers and word processing systems. Get their opinions. Check the consumer research literature. If it all seems too confusing (as it might at first), just take your time. You shouldn't make a purchase this important in a hurry anyway. An informed decision is needed.

Visit various well-known, responsible computer stores. Explain you are new to the world of computers and find a salesperson with whom you feel comfortable and who understands that too much razzle-dazzle is confusing. Know what your needs will be—and have the salesperson address those concerns thoroughly. You will find training offered through many stores selling computers and local community colleges.

Remember that learning anything new takes time and practice and that learning the skills of word processing is no exception. Many people still remember how amazed they were when they learned how to turn on a computer—and just by flipping a switch!

WHAT DID YOU LEARN ABOUT YOURSELF?

It is our sincere hope that you recognized the real need to become computer literate. Computers are one of the trademarks of the times we are in and you can't afford to be left out—only to be "pushed aside" by a current sixth-grader who is already using a computer on a regular basis!

You also should have recognized the benefits and advantages of learning to use a word processing system. The ease of writing and the quality of the final product are unbeatable! And if you are interested in saving time, computers and word processing are the answer.

WHERE DO YOU GO FROM HERE?

Campus Resources

There are two computer labs on the CSUH campus if you don't have easy access to a personal computer at home or at work.

The CSUH Apple™ Lab located in the Art and Education Building. The hours are posted on the door every quarter. Visit at the beginning of the quarter when the lab assistants are the least busy. Don't be shy—ask the assistant there for guidance and information. (You'll need your student ID card to use the computers.)

There is also an IBM™ Lab in the basement of Warren Hall. Just as with the Apple™ Lab, visit at the begining of the quarter and bring your student ID card.

Media Resources

Brown, G. (1983). *The friendly computer book: A simple guide for adults.* Toronto: Bantam Books

Logsdon, T. (1982). *How to cope with computers.* New Jersey. Hayden Books, Inc.

Osborne, A., & Bunnel, D. (1982). *An introduction to computers: Volume 0, the beginner's book* (3rd ed.). Berkeley: Osborne/McGraw-Hill.

Spencer, D. D. (1979). *Computer dictionary for everyone.* New York: Charles Scribner's Sons.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that needs to be improved and doing something about it.

In the space below, write what steps you will take as a result of the activities and information in this section. Be as specific as possible. Then be responsible to yourself and ***do them.***

FINANCIAL AID FOR CSUH REENTRY STUDENTS

INTRODUCTION

One aspect of returning to school that often concerns adult students is expenses. Many adults give up completing their educations because they don't know that there is financial aid available to eligible individuals or they just don't know where to get information or the applications.

"Leave no stone unturned."

The program names, abbreviations, procedures, availability of the grants, loans, and other aid may at first seem bewildering. At times of total frustration, students have been known to think that the confusion in financial aid is intentional to keep people from finding out about them. THIS IS NOT THE CASE. While it's true that financial aid is often encumbered by government red tape and it requires thought and planning on your part, it is there for many of you. Just remember, you must seek it for it probably won't come looking for you. Play an active role in this part of planning your academic life.

There are many sources of financial aid. Do not be discouraged. Many times, scholarships as well as non-CSUH affiliated financial sources go unused because qualified students don't apply.

ACTIVITY

There is no need for an activity to measure or assess your need for this particular subject. The activity you should engage in is this: All reentry students should at least inquire about and consider applying for financial aid, regardless of income.

The new need-regulations for government and university aid are becoming more sympathetic to individuals and students who work. Some scholarships and non-CSUH affiliated financial sources do not have income restrictions.

Important points to remember:

- Find out important due-dates. Submit applications and forms on time.
- Fill out forms completely and accurately. If you are confused—ask.
- ***Understand everything before you sign anything.***

WHERE DO YOU GO FROM HERE?

Campus Resources

The place to start is the **Financial Aid Office** located in the Tower. The financial aid staff there will help you explore options and provide information to help finance your education. The office is operated on an appointment basis. There are telephone appointments for those who have jobs, child care problems, etc. Additionally, all applications and handbooks can be mailed to you.

If you go there, remember there is no such thing as a "dumb" question. The only "dumb" aspect would be if you had questions that went unasked.

At the Financial Aid Office ask for:

- ***Financial Aid Handbook: Cal State Hayward*** containing general information on types of financial aid, how to apply, how eligibility is computed, and how awards are disbursed.
- ***The Student Guide: Financial Aid from the U.S. Department of Education*** explaining the most common grants, loans, and work study programs. (May also be obtained by writing to S. James, Consumer Information Center-K, P.O. Box 100, Pueblo, CO 81002. Request booklet number 516V.)

At Cal State Hayward, you can apply for government and/or campus based aid which does not have to be paid back. In this category you will find:

- Pell Grants
- Supplemental Educational Opportunity Grants (SEOG)
- State University Grants
- Educational Opportunity Program Grants

Loans (money that must be paid back) for which you might be eligible to apply include:

- Perkins Loans (formerly National Direct Student Loans)
- Stafford Loans (formerly Guaranteed Student Loans)
- Supplemental Loans for Students
- Parent Loans for Students (if you have a child in college)

To apply for most of the above programs, you'll need to obtain (from the Financial Aid Office) a ***Student Aid Application for California***—SAAC.

Then there are also college workstudy programs (working part-time on approved jobs on or off campus) available through the Financial Aid Office. Additionally, there are scholarships available through Admissions and Records on campus. Most of these programs require that you attend at least half-time (six or more units).

Are you confused? At first, it does seem complicated. Contact, or better yet go to, the Financial Aid Office for information, applications, procedures, and deadlines for any of the programs mentioned above. There, you will find understanding people and helpful information. Just remember, financial aid is not just for the traditional "younger" student. You are a student, too!

On campus, there is an Emergency Loan Program. Students can borrow $100 or payment of fees. This money must be paid back within 30 days to avoid a penalty.

Other Resources

Check with your employer or the personnel office where you work. Many make funds available (usually in the form of tuition reimbursement) for employees to improve their job skills or to gain knowledge or skills which are needed for promotions.

A letter of inquiry to your U.S. Congressional Representative may result in information about aid from professional organizations, businesses, or other agencies: American Association of University Women, Elks, Rotary, Lions, etc.

The Veterans Administration has money available for some veterans and their dependents. The U.S. Bureau of Indian Affairs has available financial aid for Native American students.

Do some research, make some phone calls, ask questions.

Media Resources

Free Brochures and Pamphlets

A selected list of fellowship opportunities and aids to advanced education for United States citizens and foreign nationals. National Science Foundation Publications, Room 235, 1800 G Street, NW, Washington, DC 20550.

Educational financial aid sources for women. Clairol Loving Care Scholarship Program, 345 Park Avenue, New York, NY 10022.

Federal financial aid for men and women resuming their education or training. Pell Grant Program, P.O. Box 84, Washington, DC 20044.

Federal student financial aid: Where do you fit in? Pell Grant Program, P.O. Box 84, Washington, DC 20044.

Meeting college costs. College Board Publication Orders, P.O. Box 2815, Princeton, NJ 08541.

Student consumers' guide: Five federal financial aid programs. Pell Grant Program, P.O. Box 84, Washington, DC 20044.

Undergraduate programs of cooperative education in the United States and Canada. National Commission for Cooperative Education, 360 Huntington Avenue, Boston, MA 02115.

Booklets and Books

Haponski, W. C., & McCabe, C. E. (1982). *Back to school: The college guide for adults.* Princeton, NJ: Peterson's Guides, Inc.
For an in-depth treatment of financial aid for adult students, see, "Financing a Degree" (Chapter 6).

Leider, A., & Leider, R. (1988). *Don't miss out: The ambitious student's guide to scholarships and loans.* Alexandria, VA: Octameron Assoc.
Seventeen fact-filled chapters teach you what you should know about college financing. One of the best guides available.

Macmillan Editors. (1987). *The college blue book: Scholarships, fellowships, grants, and loans.* New York: Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022.

Need a lift? American Legion's education and scholarship program, P.O. Box 1055, Indianapolis, IN 46206.

Paying for your education: A guide for adult learners. (1983). New York: College Entrance Exam Board/Scribners.

Selected list of postsecondary education opportunities for minorities and women. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge and acting.

In the space below, write what steps you will take as a result of the information and advice in this section. Be as specific as possible. Then be responsible to yourself and ***do them***.

- Are there student services on campus you need to inquire about?
- Are there guides or reference books you need to locate?
- Are there phone calls to make or letters to write?

CAREER INTEGRATION

INTRODUCTION

Still find yourself asking, "What do I want to be when I grow up?"

Although there are different life circumstances and decision factors for you as an adult, don't be surprised by uncertainties and even fears about your career direction. You've got lots of company! Career and life planning is an ongoing process, so be prepared to face it in many forms as you move ahead.

It might be more fruitful to call your present process "Career Integration," rather than career planning. Whether you are currently working and attending classes, whether your work experience was some time ago, or even if you have never worked outside the home, you are an experienced adult! You are probably now looking at ways in which you can build on that experience, perhaps changing the direction of your worklife, perhaps hoping to advance in your present career field, or perhaps entering the work force for the first time.

In any case, you will want to undertake some new learning—about yourself, about the world of work, and maybe even about the job search process. Here are some activities that might help.

ACTIVITY 1

Take an inventory of your skills.

Don't be modest! Make a list of those things you feel you do well—whether in your work life, your family life, or your community life. Get some input from employers, family, or friends. Analyze your list in terms of which skills can help you advance in your present work, which would "transfer" to a different work situation, which you would need to increase in order to advance. You will find ***Bridging the Gap*** especially helpful in identifying and analyzing your career transferable skills. See "Where Do You Go From Here?" in this section.

ACTIVITY 2

Think about your values.

What is important to you at this stage of your life? Family? Money? Security? Prestige? Flexibility? Community or World Concerns? Each of us has different priorities which could influence the kind of work we would find most satisfying. Consider also the values in the work setting. Toward what kind of business, industry, or service would you most want to contribute your efforts and talents?

ACTIVITY 3

Start a collection of job titles.

Start reading the newspaper business section and the career opportunities listed in the classified section; talk to your classmates, neighbors, friends about their work; browse in the career section of a large bookstore; go to a career library; read what some of the futurists predict for the job market. If you've been out of the job market, or have been working in one field, you're probably not even aware of the options that might be open to you. And just think how impressed your friends will be that you know about the emerging occupations of myotherapy, artificial intelligence, and medical sonography!

ACTIVITY 4

Research your own employer.

What opportunities are there for expanding or changing your job description? Are your supervisors aware of skills you have that are being underutilized? What programs or services are there to help you with your education and/or career planning? It's amazing how many people don't know enough about their own employers! You might realize that you don't need to change employers to realize your career goals.

WHAT DID YOU LEARN ABOUT YOURSELF?

These are just a few of the many activities that would help you clarify your career direction. You should also contact career development professionals on campus for additional suggestions and assistance.

Enjoy the venture!

WHERE DO YOU GO FROM HERE?

Campus Resources

The Career Planning and Placement Center at Cal State Hayward is located in Warren Hall. Services include:

Individual Advising and Assessment
Career Workshops
Career Resource Library
Computerized Career Guidance System
Job Listings - Student Employment and Career Placement
Resume and Interview Training
Opportunities for Internships
On-Campus Interviews
Alumni Career Network

Other campus offices that offer career assistance:

Counseling Services - Warren Hall
EXCEL Program - Library

Media Resources

Bolles, R. (1985). *What color is your parachute?* Berkeley, CA: Ten Speed Press.

Breen, P., & Whitaker, U. (1982). *Bridging the gap.* San Francisco: The Learning Center. Box 27616.

Bridges, W. (1980). *Transitions: Making sense of life's changes.* Reading, MA: Addison-Wesley.

Cetron, M. (1984). *Jobs of the future: The 500 best jobs—where they'll be and how to get them.* New York: McGraw-Hill.

Josefowitz, N. (1980). *Paths to power: A woman's guide from first job to top executive*. Reading, MA: Addison Wesley.

Krannich, R. (1983). *Re-careering in turbulent times: Skills and strategies for success in today's job market*. Manassas, VA: Impact.

Lewis, A., Lewis, W., & Radlauer, S. (1983). *How to choose, change, advance your career*. Woodbury, NY: Barron's Educational Series.

Robbins, P. (1978). *Successful midlife career change: Self-understanding and strategies for action*. New York: AMACOM.

Rubin, L. (1979). *Women of a certain age: The midlife search for self*. New York: Harper & Row.

Schwartz, F. (1972). *How to go to work when your husband is against it, your children aren't old enough, and there's nothing you can do anyhow*. New York: Simon and Schuster.

Weinstein, R. (1983). *Jobs for the 21st century*. New York: Collier.

YOUR PERSONAL ACTION PLAN

And now the really important part—taking charge of a situation that you are interested in changing and doing something about it.

In the space below, write what steps you will take as a result of the activities and information in this section. Be as specific as possible. Then be responsible to yourself and ***do them***.

- It would be to your advantage to complete the four activities in this section if you are exploring new career interests and options.
- Are there student services or campus events you need to inquire about?
- Are there fellow adult students who are working in a field that interests you with whom you can talk?
- Are there self-help or reference books you need to locate?
- Should you buy any of these books for frequent reference and reassurance?

NETWORKING

University staff and faculty often make the assumption that adults should somehow know institutional procedures and policies simply because they are adults.

However, if you are like most adult students, this isn't true. The "university experience" is probably either completely new to you or you've been away from it so long that it seems completely new. Add to that, the fact that you and other adult students don't have daily access to information sources that clubs, residence halls, fraternities, or sororities provide the traditional-aged student.

The exchange of information and sharing of concerns and advice must be done in a different manner by the adult student. This interaction with others with similar interests is commonly referred to as ***networking***. Networking affords you the opportunity to link up with other adult students to share not only information but also concerns, experiences, and feelings. Working together can create a cohesion that creates a sense of belonging—knowing that there really is an important place for you here at CSUH. Meeting and networking with other adult students might even help with carpooling, shared child care, or finding out what instructors are really appreciative of your experiences as an adult.

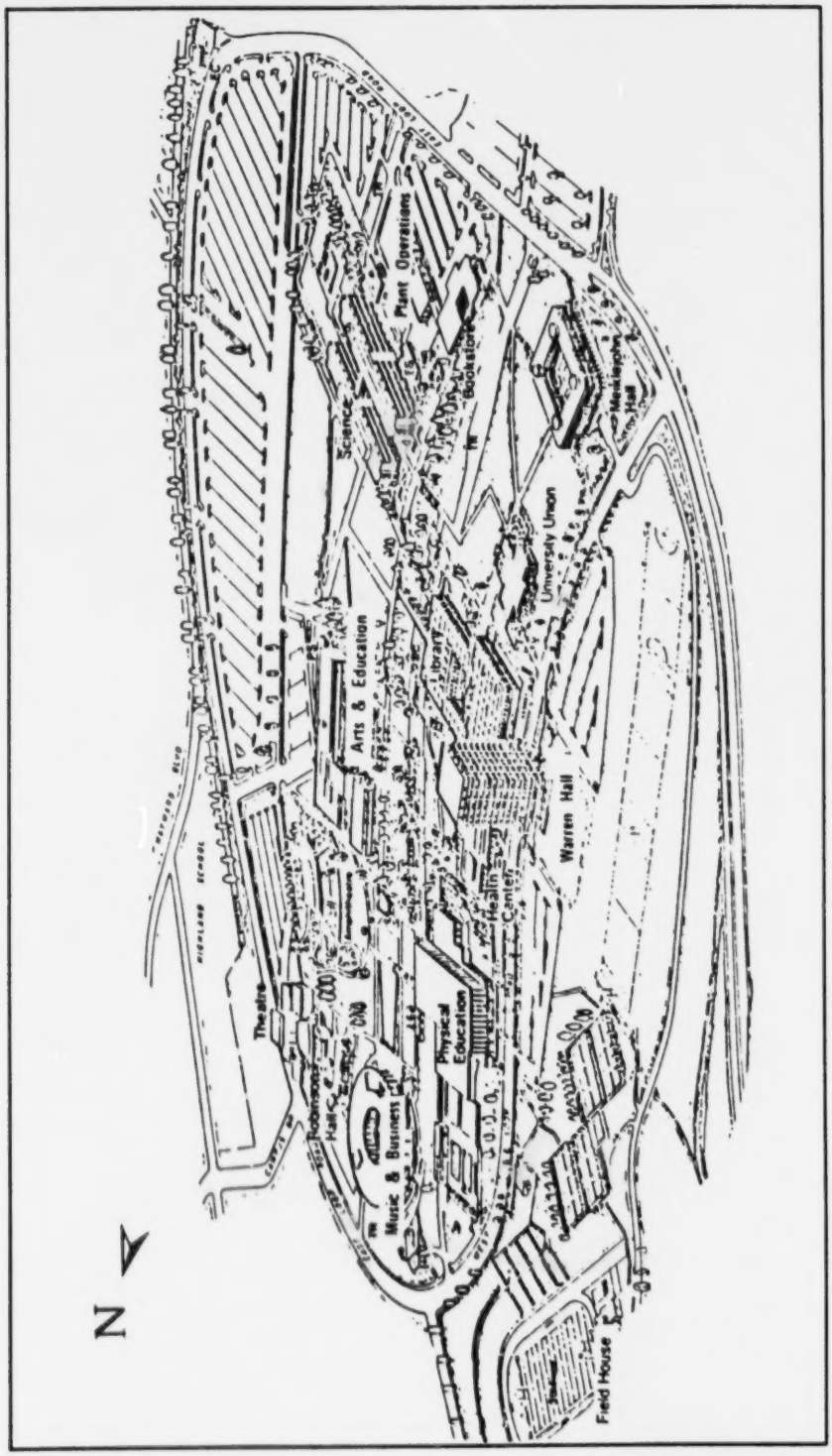
Are there times when you feel unsure of yourself? Adult students frequently feel this way. You are dealing with a major life change—and change can be very stressful. By having the opportunity to interact with other adults, this uneasy feeling can be diffused.

Are there changes you would like to see implemented to make things easier or better for adult students? As you continue through your studies here, you'll probably identify some. For example, extending night hours in critical departments might be one issue for you to address. The planning and organizing needed to implement such a change will be easier with the foundation and support created by networking.

Join us in creating a network that will work for you—and us. Call Educational Support Services for more information regarding various networking opportunities which can help you successfully make the transition into the new role of student.

Your active involvement can make networking happen at CSUH.

CSUH Campus Map



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